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Publication of Oyster
River High School

Mouth of
The River



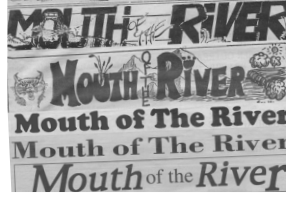
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Dear reader,

As the grains of time slip through our fingers, it is hard not to feel melancholy. With the passage of time comes change and uncertainty. We will diverge into our own destinies, whether that's entering the workforce or immersing ourselves in higher education. Although we are splitting off, we all share the same roots. On June 9th, as your peers' names are read, you will realize that our shared journey has been completed, and each individual's will begin.

In this issue, we explore the concept of time: beginnings and endings. From the start of a journey, to the end of one, we have compiled stories from the community and its members. With Thomas Cote's "Enlisted" which explores the life of a young adult who chooses a life of service to his country to Dillon Mulhern's "Mr. Harrington" which marks the end of a 50 year career in education, we have highlighted the inevitable passage of time. As always, we have also explored current issues, such as George Philbrick's article on the Dakota Access Pipeline.

Over the year, our staff has grown immensely, and we as editors in chief could not be more proud. We began as a room full of individuals, each with our own strengths and weaknesses, and have come together as a cohesive unit to create four impactful issues. We have shined light on the faces of our community and global issues that should be addressed. New traditions have been made from some of our newest staff members this year, such as Tim Bartos' addition of the MORgue, and Skylar Hamilton's addition of the podcasts. We hope these traditions will continue as new staffs come in, and that they'll bring their own ideas, too.

Being on staff for the past two years has been more impactful than any other class each of us has taken before. Moments like cooking breakfast together in NYC while attending the Columbia Scholastic Press Association, or Mr. Kelly's dad jokes, are what will serve as our heartfelt memories of this experience. However demanding and stressful the class became, we would always find a way to bring some light into the room. It is with aching hearts that our time here must come to an end, but bittersweet as we continue our journey on what's to come outside of the writing center.

As editors we helped to create the big picture, but we would not have a magazine without our peers and staff members. It's astonishing what great ideas have come from our staff, and some of our fondest memories will be seeing everyone succeed in their endeavors, whether that was an online article getting record views or letters of gratitude for articles in the magazine. This very magazine has made us feel incredibly connected to our community, and for that, we thank you, readers. You are the very source of our determination to be a voice for our community, and, of course, our love for journalism.

With our last issue, comes our final goodbye, to the cozy classroom where our creativity flourished. Thank you Mr. Kelly, for your ample guidance - you are a role model to all of us, and without you, our writing would not be how it is today. Thank you readers, for your endless support. Thank you to the community, for your fascinating stories that we have had the honor to cover. Lastly, thank you staff, for your creative minds, sincere personalities, and amazing friendships.

Thank you and please enjoy the final edition of Mouth of the River for the 2016-2017 school year,

MOR Mission Statement:

Mouth of the River seeks to reliably inform the student body, as well as the surrounding community, of interesting and newsworthy content in a modern, compelling format. Our goal as a staff is to give a voice to the students of Oyster River, and have it heard by any and all of our readers.

Andrea Staples & Dillon Mulhern
Co-Editors in Chief

Cover Artwork by Liev Manck

FAREWELL SENIORS!

As the school year comes to a close and Issue 4 of Mouth of the River heads to print, our MOR seniors are looking forward to the new pages in their lives. No matter if they're heading to college, taking a gap year, or joining the Armed Forces, our seniors are excited for what the future has in store for them.

-Anna Kate Munsey and Skye Hamilton



Lydia Concannon

Concannon plans on attending Virginia Tech in the fall with a major in Neuroscience. Concannon said, "I talked to some of the people at Virginia Tech and they just seemed like my type of people and were really nice, and that made me realize that I had to go there."

Concannon has already found a roommate, and she is excited to get to know her and meet a ton of new people. She is also looking forward to living on her own, but is conflicted because she knows she will miss home, particularly her friends, family, and puppy. She said, "I'm gonna miss all of my friends. We've basically grown up together and it's going to be hard to leave them. Also, some of the teachers that I've had have just been so awesome, like Mr. Lawrence for art and Mr. Kelly, obviously. I have so many great memories with MOR, like being on the staff for two years and going to New York City. I'm really going to miss being a part of MOR."



Megan Wu

Wu will be attending the University of Pittsburgh. She said, "I went there once, and the campus is really pretty. I like how it's kind of woodsy in one area, and then you also get the city aspect because you're in Pittsburgh." Wu intends to study Nursing, and mentioned that the University of Pittsburgh has a Master's program in Nursing that's ranked in the top ten in the nation. She is particularly excited to live on her own for the first time.

Wu will also miss some of the great memories she's made throughout her high school years. She noted that she will really miss the cross country and track teams. She also discussed ORHS as a whole, saying, "I've loved being in such a close-knit environment where everyone knows just about everyone else."



Katie Schmitt

Schmitt is looking forward to attending the University of Vermont this fall, with a possible major in Neuroscience. Schmitt talked about why she chose UVM, saying, "I fell in love with the campus and fell in love with the views. Also I feel like Burlington has so many opportunities, and current students were talking about how many internship opportunities there were. I also really liked the aspect of sustainability at UVM." She also mentioned the discount ski passes she can get as a student of UVM, which she is excited to take advantage of in the winter.

Schmitt mentioned memories from ORHS which included her friend group that she was proud to say has stayed close throughout all of high school. She said, "during junior year, all of my friends and I would drive around downtown during lunch and just blast music, and I really think I'm going to miss little memories like that." She also talked about all of the positive relationships that she's built with teachers, particularly with the MOR family.



Spencer Clark

After graduation, Clark is going to be spending the summer working as an intern for Turbocam, a company that manufactures and designs parts for jet engines. In the fall, Clark will be attending the University of Denver in Denver, Colorado where he will be studying business, engineering, or possibly both.

Clark has many memories from all the times he spent with friends he made at ORHS. He adds that his favorite memories were, "the little moments that happen when you don't really expect them." Clark is excited to be going to the University of Denver, but is sad to be so far away from his friends and family. "My little brother annoys the crap out of me very often, but I'm going to miss always having him there to play games or just mess around."



Libby Nichols

Nichols is very excited about college, and said she has been looking forward to it since she visited Roger Williams University in Bristol, Rhode Island, where she will be attending in the fall. Nichols said, "The first time I went [to Roger Williams] it was pouring rain, but I still loved it so much. Every time I go back, I can just picture myself there for the next four years of my life." Nichols plans on majoring in Public Relations, and is considering a career in event-planning.

Nichols has fond memories from the last four years. She discussed one of her favorites, saying, "I think one of the best things I've done in high school was the Power of One project I did during freshman year. It helped me decide what I wanted to do with my life, because I held a trail run as my fundraiser, and I realized I wanted to go into event planning in college and beyond."

She said, "I'll miss the tight-knit community that we have in Durham, and I'll miss seeing all of my friends that I've become really close with over the last few years."



Lily Mangan

Mangan will be attending Marymount Manhattan College in New York City where she will be studying in the BFA Acting Program. "I hope to be very busy and very involved with theatre both at college and in the city." Mangan is very excited to be immersed in such a big city. "I am most excited for the Acting Program. It's exactly what I want to do with my life and what I've wanted to do with my life since I was a little kid."

Leaving high school, Mangan will be taking all her amazing memories of being at the beach with friends. "I remember one time after finishing my last final, a big group of us went to the beach together. It was a perfect day... that might be my favorite memory from high school." Mangan is counting down the days until she's in the city. "I'm ready to work my butt off."



Jane Robinson

Robinson hasn't exactly had a typical high school experience. During freshman year, she took all of her classes online except for one art class that she took at ORHS. After this, she took her horse down to South Carolina so that she could train during the winter. Then, she went to ORHS full time her sophomore year. For the fall semester of her junior year, she took part in The Traveling School, and went to southwestern Africa. She came back for her second semester of junior year and has been at ORHS since then. She had to miss about a month of school from being in the hospital, but is now back at ORHS full-time to complete the year.

Robinson discussed how these circumstances have influenced her as a person, saying, "the experiences that probably impacted me the most were going to South Carolina as well as going to Africa. In South Carolina, I thought I was going to really pursue riding and be an equestrian as my career, but it made me realize that maybe that's not the direction I want to go."

In addition to traveling the world, Robinson has college on her mind as well. Her hope is to take a gap semester to travel, and then to attend the American University in Paris starting in the Spring 2018 semester. All of Robinson's travelling has helped her to decide to pursue a major in International Relations in the future.



Thomas Cote

Cote is headed on a different path compared to a lot of his peers. "I am currently in the Navy delayed entry program. So basically that means that after graduation, I will go to boot camp in Michigan and join the Navy enlisted." Cote has experienced some different reactions with family and friends after they heard his after high school plans. "It's been a little odd. Some people didn't agree with my decision." Still, after Cote's mom realized this is what he has wanted to do with his life for a long time, she supported him in the decision. "From as long as I can remember, as a little kid I always wanted to serve my country."

As he gets ready to leave high school, Cote appreciates how much high school has allowed him to see friends every day and has given him and his friends a place to come together. "It's going to be kinda sad to not have all my close friends right there always with me, but I'm excited to see where the future takes me."



Owen Kurtiak

Kurtiak will be attending Stonehill College. "Stonehill is not far from home, and there are a lot of really good internship opportunities out of Stonehill, and it's pretty well-known." Kurtiak is planning on either majoring in Business or Communications in the future, and is still considering what he would like to do after college.

Kurtiak reminisced on some of his favorite times at ORHS. He said, "I'm definitely really going to miss playing on the soccer team. Three years on varsity just made high school so much more enjoyable. Getting a state championship was something I'd always wanted, and it was great to accomplish that alongside some of my closest friends." He continued on to say that while he is excited for college, he's definitely going to miss his friends as well as the awesome faculty at ORHS.



Tim Bartos

In the fall, Bartos will be attending Rensselaer Polytechnic Institute. He is currently Undeclared Engineering, but is considering a few different majors such as: civil engineering, mechanical engineering, or electrical engineering. "I know whatever I end up doing, it's going to be math or science related, so I'll be doing something I like." His goal is to go to RPI, go to graduate school, and then eventually get his Master's.

Looking to the future, Bartos is excited to be able to sleep a full night. "My goal is to get a full night of sleep for an entire week." Bartos is also excited to meet new people in college and join some new clubs. Bartos is going to miss all the amazing teachers at Oyster River. "There's so many teachers here that I know I'm going to miss. I'll miss Mr. Kelly's smile when I make a bad joke, and definitely Mr. Hawley. He's always been one of my favorites. There's so many that have all made my high school experience really fun."



George Philbrick

In the fall, Philbrick is heading to Champlain University. At Champlain, Philbrick will be majoring in Game Programming. "They have a really specialized program [at Champlain]. Nowhere else has anything like it," he said. Another perk about Champlain is the city. "Burlington is a really awesome city!" Leaving high school, Philbrick is going to miss all the friends he made. "I didn't have a lot of friends in middle school. The people that took me in and became friends with me here just have really important meaning to me... I'm really going to miss not being able to see them all the time." Philbrick is hoping to stay in touch with his good friends from high school. Although he will miss his friends, he is excited for some new freedom and experiences. "I'm excited to not only focus on my learning, but to also have a life of my own."



Andrea Staples

Staples has been looking forward to college for a long time. She has committed to American University where she will be double majoring in International Relations and Arabic. Staples is most excited for her internship opportunities at American. She explains, "I'll be taking classes at American and living on campus just like a regular freshman, but two days out of the week, I'll have an internship in D.C. I have so many interesting internship opportunities; I don't know where I'll end up yet, which is really exciting."

When applying to schools, Staples looked at schools with good science programs. She never expected she would be going to school for International Relations. "It's kind of funny because I never saw myself as an International Relations major. When I got accepted to this school, I knew their science program wasn't great, but their International Relations program is 9th in the country." Once looking into the International Relations program at American, she became very interested in learning more and eventually ended up choosing it.

"I'm most looking forward to the unique college experience at American. Instead of going to football games, everyone goes out to protest. It's a really liberal school, and I think it's a great time to be in D.C." Going to a school in a big city gives Staples a lot of options for her future. "I'm honestly just so excited to just be involved and deal with human rights and global issues."



Dillon Mulhern

After high school, Mulhern is "headed down the road" to the University of New Hampshire to study Journalism. He is considering a dual major to incorporate his love for science. "The areas of journalism that I prefer most are the more sciency topics: the new technology, the future, new discoveries."

One of Mulhern's favorite memories from high school was winning musical chairs two years in a row on Spirit Day. Mulhern also loved all his time spent in the pottery room and the MOR room. "Some of my favorite memories were in those rooms. When I'm throwing a nice bowl or pot... or being in the MOR room helping people with articles and InDesign."

Mulhern is most excited for the new experiences he will have at UNH. "As much as I love my parents, I'm really excited for the freedom: new experiences, living on my own..." Mulhern is very excited to move on to college. "I'm excited to not be in a 'penitentiary of learning.' The freedom is going to be really nice."

JUNIORS



Anna Kate Munsey



Skylar Hamilton



Jess Speechley



Zach Leichtman



It's not often that you can attribute parts of yourself to a specific person, but it's also not often that you meet someone like Pam Raiford. Like many, I had her first in my freshman world cultures class. She sat me next to my, now, best friend and introduced me to an entirely new frame of thinking. One might say that this happens to everyone entering high school, but with Pam, it was different. Where other teachers might talk to their freshman as adults, she talked to us as humans.

When someone that we love dies, we tend to look at the legacy they left. I can't think of a legacy as influential and far reaching than Pam Raiford's. Pam died last month and it has me, as well as everybody who knew her, reeling. Her influence was both far reaching and great, and without a doubt, Pam impacted everyone who was lucky enough to have a conversation with her.

In a way, it feels important to mention how profoundly she impacted me, but I don't think that would be relevant. One of the most spectacular things about Pam is just how similar everyone's experience with her was. Her memorial was flooded with story after story regarding her compassion and unrelenting love for those around her, and it became clear that everyone else had an equally important relationship with her.

For many, these friendships began in her classroom at Oyster River, where she taught for 22 years. While teaching history, philosophy, and sociology as classes, thoughtfulness, compassion, and curiosity were intertwined with her lessons. Every class was taught genuinely and reflected her core philosophies. For a lot of people, this environment was a completely new one. Until many of us sat down in her classroom, there hadn't been an instance in our education where we were told that it was okay to be different or uncomfortable with ourselves. This acceptance and interest in her students is what pushed so many to look critically into both themselves and the world around them. For myself, this was one of the first times that I had been motivated in such a way.

Her significance was so obvious to me and everyone else around her, but the last time I saw her, I asked her if she knew. Knew just how many people she had brought the best out of, how many lives she redirected, and knew the affection we all had for her. She told me that she did. When Pam died, this was what I kept thinking back to. The end of her journey was terrible, but it gives me a little bit of comfort to know that she understood how loved she was.

Sitting in her living room full of plants, on a multi-colored couch, in front of a bright orange wall, Pam shared her contentment. "I feel pretty at peace and I feel amazingly grateful that I have lived such a great life," she said, smiling. "What a gift." **M**

-Conrad Dundorf

A Week at Oceti Sakowin Camp

Everything was black.

It was a black deeper than anything Bea Trumann had ever seen. Growing up in Maine, one becomes used to lots of mountains. North Dakota is not Maine. The flatness which stretched all around her seemed to suck every last bit of light from the world. It was so open, so vast. It had been about an hour since she passed the sign which said 'Standing Rock Reservation' and lost service along with any connection to the outside world. No streetlights were there to cut through the black. There was nothing now but the occasional unlit compound or group of deer along the side of the road.

It was late. Trumann had to stop in Iowa the night before due to tornado warnings. She wanted to get to the camp by the end of the night. She was exhausted and she was scared. There was just so much emptiness around her. It was unnerving. This road was a 50 mph zone, but she was only going 25. She hadn't expected the camp to be this far out of the way.

Finally, a metal gate appeared from the darkness, illuminated only by the lights of Trumann's station wagon. Barbed wire was wrapped around the top of the fence like claws. A man, most likely private security for the camp, approached her vehicle.

"Welcome to Oceti Sakowin. What's the purpose of your visit?" he asked.

"I'm coming from Maine; I'm here to bring supplies and I'm here for support," she said. The man peered into her car for a moment then started opening the gate.

"The rules are no pictures, no videos, no recordings, and no drugs or alcohol," he said, motioning for her to continue driving into the camp. Trumann pulled her station wagon atop a hill in the darkness. She couldn't see the camp, but she knew there were tents and teepees somewhere around her. She wasn't sure what the next days would hold, but that wasn't important now. She just wanted to sleep. Settling into a sleeping bag in the back of her car, she shut her eyes and passed out after a long couple days of travelling.

Oceti Sakowin was one of the many camps formed by the Standing Rock Sioux in response to the Dakota Access Pipeline (DAPL), a project of Energy Transfer Partners, LLC. The pipeline would transport oil from shale fields in North Dakota to an oil tanker farm in Illinois. DAPL cuts close to the Standing Rock Sioux Indian Reservation. In addition, it crosses under the Missouri River, a tributary to the tribe's water source. Fear of pipeline bursts contaminating water sources permanently and a desire to protect ancestral burial sites of the Standing Rock Tribe caused a strong opposition to the DAPL project. Construction began in 2016, and by April a member of the Standing Rock Sioux, LaDonna Brave Bull Allard, founded an encampment in solidarity against the DAPL project.

As attention was drawn to the project, the Army Corps of Engineers was asked to conduct an environmental review, putting construction on stall. This allowed more camps to grow around the original, and people began to travel from across America to show their support for Native American rights and water rights.

Trumann heard this call to action and in September, with the help of an organization called 350 NH, journeyed to one of the camps, bearing supplies. The 26 year old lived in Oceti Sakowin for a week with other demonstrators. She knew the dangers of going before she left. By now videos of private security dogs with human blood on their fangs had already made their laps around the Facebook news pages.

Dawn

Very early in her first morning, Trumann was awoken by the stirring of people around her. She stepped out of her car and saw a man with what looked like a wolf standing in the early morning sunlight. It's just a wild looking husky, she thought, but as she approached, she realized it was truly a wolf. There was no set schedule, so not really sure what to do, Trumann went to go find breakfast.

Most of the camp was quiet. Not much was going on. Some of the other camp members were busy helping direct newcomers and moving supplies, but there was no real structure to it. Though visitors weren't allowed to take pictures, there are plenty of pictures of the camps published by various news organizations. If one were to Google search Oceti Sakowin, one would see pictures of clustered nylon tents, tall teepees, cars on hills and pits, and large canvas tents with smoke coming out of metal pipes through their tops.

When Trumann arrived at the breakfast tent, she saw the women in charge of cooking running around like crazy to get enough food for everyone. They served coffee and oatmeal that morning. Trumann grabbed herself some of the bland meal and ate. Everyone was supposed to clean their own dishes in buckets of soapy water, but it wasn't long before unwashed dishes caked with oatmeal filled the buckets. Two elderly women from the kitchen were cleaning, and quite visibly mad that no one had cleaned their own dishes.

Trumann walked over to them and helped clean the dishes. "That's how it worked. You just pitched in where you could," she said. Once the dishes were cleared one of the women said to Trumann, "You've got to tell the next people to come over here that they need to clean their own dishes."

There was not much organization to hold the camp together. It seemed to Trumann that everyone was waiting for the next event.

"There wasn't direct action going on when I first arrived. It was mostly just sustaining," she said.

Her first day didn't see her performing any demonstrations, or anything of that nature. It was simply quiet sustaining. So went most of the week.

The only demonstration that Trumann could attend during her time at the encampment was planned through casual conversation. It was a prayer wall which crossed the highway nearby where a police checkpoint had been set up. After the instructions were delivered by messenger, the camp had a couple days to prepare for what ended up being a couple hours of chanting, praying, and drumming.

Water

On one sunny, dry day, Trumann sat outside. She was weaving. Every now and then a kid from another camp would come through on a horse. She was struck by how peaceful it was. There was no stress about the big pipeline they were fighting. "It was like everything else in the world was on pause," she said. "We were just being very swept up in the present. I think the energy of that day was very peaceful."

Later, she decided to walk to the river. The water sparkled, a vein of life in these flat, empty plains. "The river kind of connected everything. This area is what we're trying to protect; the place that we're not even fighting to protect, that we're begging to have protected," she said. The water that flowed before her was what they were praying for. It was directly affected by these efforts. The impacts of DAPL suddenly seemed so much more real. "Seeing the beauty of it, it kinda gave me a really big boost knowing that there was a site there worth saving," she said.

Trumann is Black and Native American. "Growing up in very rural, very white Maine, I haven't had much opportunity to connect with my culture. It seemed like the right thing to do," she said about her reasons for travelling to the Oceti Sakowin camp. Without stable employment, an apartment, or anything else keeping her in Maine, she left, hoping that her skills could be used in the two spirit camps that were getting going, or in a school on the reservation. "There's a word. I can't remember the English word for it, but you're supposed to be able to take care of yourself — to help yourself survive — but then there's also this work done for your spirit, there's this work done for your community, there's this work done for your family. Even after you take care of yourself, you need to take care of others too," she said. She stressed that her experience was not the same as that of those who grew up on a reservations and went to the encampments. She just wished to be there for her people.

Trumann has cared about water rights for as long as she can remember. She is from a town named Fryeburg in Maine, that had its water taken by Nestlé. The Fryeburg Water Commission signed a contract with Poland Springs, a Nestlé subsidiary, that allowed them to pump 603,000 gallons of water per day from Fryeburg. "Water rights are my absolute passion," she said. "They have been for all of my life. I've always worked on water; I've always cared about water. Very fittingly, my family are water people." She pointed out that those most directly affected by environmental issues are often low income, of color, and women. She is all three, so DAPL felt particularly important to her. "I think that a lot of organizations mean well. I think that 350 meant well," she said. "I think a lot of these organizations say 'we see this problem and we really want to help,' but what was special about going to Standing Rock was that the people affected were actually the ones calling the shots, and that's unique for a lot of these movements. I think there needs to be more of that; we need to hand that microphone when people of color are speaking up."

Law

On Trumann's second day in Oceti Sakowin she decided to head north towards Bismark, a town with more amenities than what was offered by the camp. She wanted to get to somewhere where she could text her friends and family and let them know that she was safe. To do this, she had to take Route 1806 going north out of the Standing Rock Reservation. Recently, state police had set up a checkpoint to the north of the encampments to stop people going in from the north. She arrived to the encampment from the south, so she had managed to avoid it the first time. Trumann was nervous. She had no clue how she was going to get through it. At the time there was no recommended procedure for passing the checkpoint. Now, the Standing Rock website says, "tell them you are coming to camp." Trumann did not have such advice at the time.

She rolled up behind a couple other cars. Two big military SUVs were pulled across the road, and men with rifles in hand stood nearby. Every car that went through was being stopped and questioned. "It's kind of jarring," Trumann said.

When her car approached the checkpoint a man came up to her window and asked, "What's the purpose of your travel?"

Trumann responded, saying, "I'm visiting family and I'm running out to Walmart." It was a lie, but what was she supposed to say? They would have stopped her otherwise. The man looked at her, raising an eyebrow.

"Are you staying at the camp?" he asked.

"No, I'm staying with family."

He looked at her again. Trumann was sure he didn't believe her, but he waved her on anyways. She was leaving in any case, not going in. On the way back, she decided to go around the checkpoint. "I have a big truck, I have out of state plates, and I am very visibly Native American. It was pretty clear where I was going. I could not deal with the thought of having to cross them again," she said.

Law enforcement and private security have been reported in conflict with demonstrators many times since the encampments were created. Multiple arrests have occurred during demonstrations, and videos of private security forces macing or letting dogs attack civilians have circulated social media pages. Trumann said that she was in conflict with private security or law enforcement during her stay, but declined further comment.

Ice and Fire

Trumann originally intended to stay for six weeks, but ended up staying for less than one. "I think people's expectations are really skewed," said Trumann. "I think a lot of people expected something different and when they were there. I got there and I didn't feel like it was where I should be. There are a lot identity based issues with that. Being, again mixed, there is certainly ugly [expletive] about that. I got there and I didn't think that I should stay."

Though she left, Trumann still stands with the camp in spirit and remains in contact with many who stayed there. Since Trumann's stay in September, the situation surrounding the DAPL project has developed significantly. In December, the Army Corps of Engineers, under the Obama Administration, denied easement to DAPL for lands surrounding the Missouri River. Though this was a temporary measure to allow the completion of the environmental review, many of the opponent of DAPL treated it as a victory. During this time, a cold winter set in, and the camps found a growing need for warm clothes.

"One of my res friends said 'never get excited and don't trust joy.' It sounds kinda dark, but her idea that she shares with many is that you kinda need to wait. That joy can be really misleading; it can be blinding. Especially after so much resistance, is it just going to give in? No. There was all this [expletive] still on the table. Knowing that Trump was going to show up, for instance," she said.

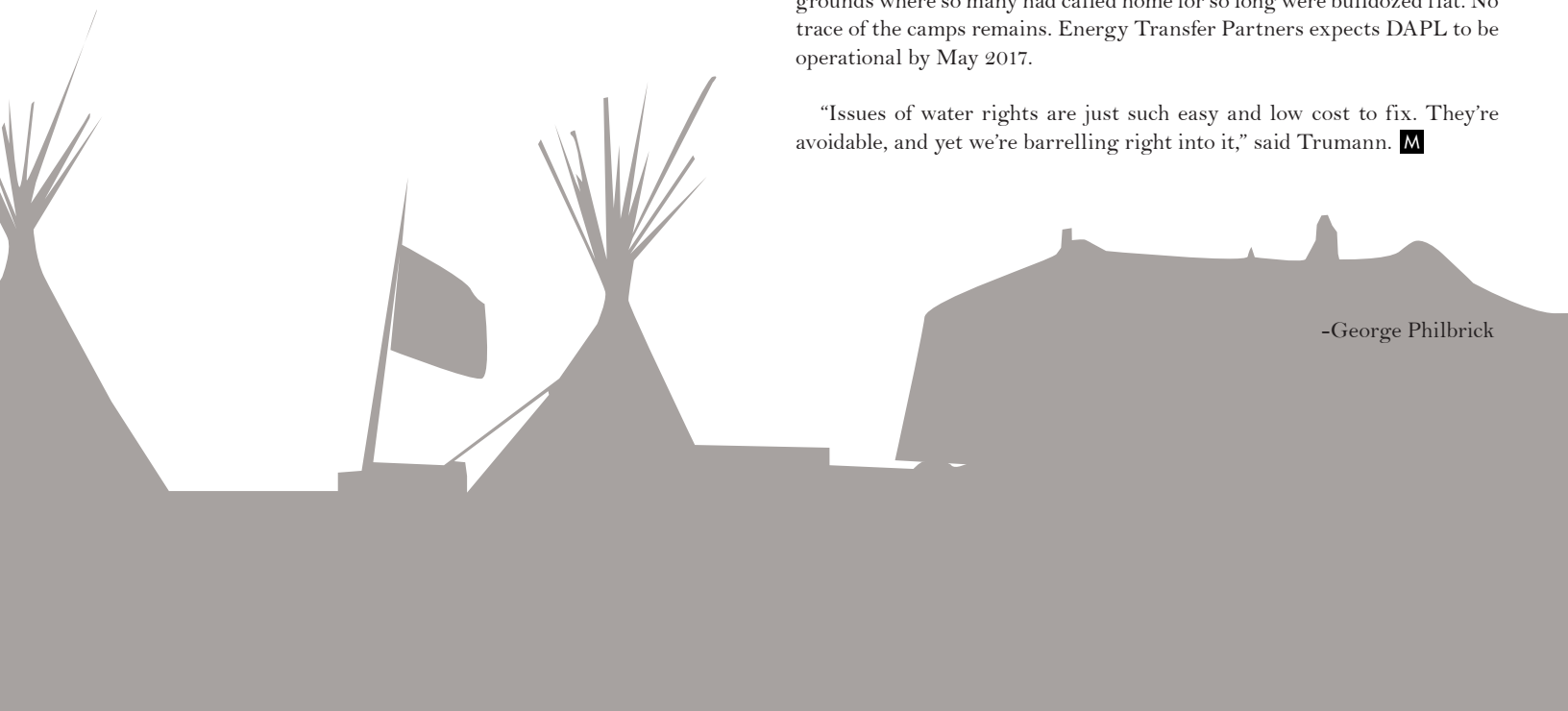
President Donald Trump did show up, and he did have a major effect on this issue. In February, he passed an executive order commanding the Army Corps of Engineers to end the environmental review, expediting the process. With the review and public comment period over, the camps were ordered by the Army Corps of Engineers to evacuate the sites. They were given until February 22nd to leave the sites.

"It's like any hope is gone. I want to be firm that I don't speak for everyone on this. I don't know, but I know for strictly myself, I'm just scared. I don't know how to fix this and I think a lot of us don't. He is the worst thing that could happen to a lot of people," she said.

Most left the camps voluntarily. In a final act of symbolism, the people who had lived and prayed in these tents and teepees for so long set fire to the camp. In the spring muck and molten snow, smoke rose from flaming husks. On February 23rd, the National Guard and local police forces cleared out the camp, arresting those that hadn't already left. Then, the grounds where so many had called home for so long were bulldozed flat. No trace of the camps remains. Energy Transfer Partners expects DAPL to be operational by May 2017.

"Issues of water rights are just such easy and low cost to fix. They're avoidable, and yet we're barrelling right into it," said Trumann. **M**

-George Philbrick



ORHS Retiring Teachers



As another school year comes to a close, another page is turned. And for three Oyster River High School teachers, a new chapter is beginning. Following the end of the 2016-2017 school year, Dr. Joe Saxe, Stephen Lord, and Danuta Richards will be retiring.

Saxe began working at ORHS in 1986, and has worked here ever since. He has also taught at the University of New Hampshire and Southern New Hampshire University. Saxe has his Ph.D in Psychology, as well as a license in the Marriage and Family Therapy branch of psychology. With these degrees, he has worked in the field of school psychology for many years.

One of the main changes Saxe's career has gone through is that he was originally the School Psychologist for all of the schools in the district, but as the ORHS population expanded, he eventually began to work exclusively at ORHS. Saxe described some of the other changes he has seen in his many years at ORHS. He said, "for a lot of years here we didn't have the expanded building and also oddly enough even though I was in my thirties when I first came to Oyster River High School, I was still one of the young ones." He continued on to say that he is now the oldest person on the staff.

The fact that he started out as one of the youngest and is now one of the oldest provides him with an interesting perspective on the changes ORHS has gone through over the years.

Saxe discussed some of his memories of his time here, saying "people come and go, but I've made a lot of really positive relationships here. I've really seen my department really expand over the years." He also mentioned how he enjoyed working with children as they grew up. Up until three years ago Saxe travelled to all four schools in the school district, which means he worked with kids as they progressed through elementary schools, middle school, and finally high school. He said, "this is very unique for someone that's in the mental health field to be able to track people for years and years and see how things come out for them, and having that historical perspective about them too."

Dagmar Lamberts has worked with Saxe for many years, including the advisory that they share. She described what it's like to work with Saxe, saying, "he's very laid-back and calm. He does

a lot of psychological testing, and he's very routined. I think he reports back to students in a way that they don't feel judged, which I think that's definitely a good quality to have." She continued on to say that she believes people will miss this things about Saxe once he retires, saying that "he has been a real staple in the department."

In his retirement, Saxe plans on sleeping in a bit more, continuing to teach undergraduate Psychology courses at SNHU, and possibly opening up his own

private practice. However, he doesn't plan on doing anything full-time, which will provide him with some more well-deserved leisure time.

Richards has worked at ORHS since 2001, but has worked in the district since 1989, job-sharing at Mast Way Elementary School,

and then being a nurse sub for all the schools. She explained how she became the ORHS School Nurse, saying that, "the way you get

a nursing position is that someone has to retire. It's almost law. No one ever voluntarily leaves."

Richards became a nurse because she wanted a career that involved math and science. She laughingly reminisced about the typical expectations of the time period, saying, "at the time it was 'you must become a teacher [because] you are a girl.'" However, Richards didn't want to follow this typical path, so she worked hard to become a nurse. Eventually, her career led her here, to ORHS, where we have been so lucky to have her.

She says laughingly, "I think most people think I just put band-aids on." However, her duties far surpass applying band-

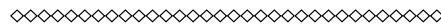
aids to cuts from science class. Richards works with many students, all with unique medical needs only a talented nurse such as her can treat.

Her favorite part about being a school nurse is getting to work with all different kids, although she mentioned that she does prefer working with the older high school aged kids. She said, "the

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kids here are funny and for the most part they're just fun to be with. These are the same kids I saw at Mast Way, they're just taller now." She continued on to say that though she is excited for more free time, she will definitely miss being a nurse.

Many students look forward to spending time with the nurse. Betty Varshaver ('20) described some of Richards' best qualities, saying, "She is super nice and always tries to help with whatever she can." She continued on to say that she will miss having Richards available to come and talk to during the school day.

Richards has many activities planned for all of the free time that will come with her retirement. She said, "I could keep busy for ever and ever." A little known fact about her is that she designs costumes for children's theater, and has done these for over 45 shows. She also loves to knit and crochet, and will enjoy visiting her grandkids in her free time.

Lord has worked at ORHS since 1985, however he has been teaching for 44 years. Lord taught French and Spanish up until the last 15 years, in which he's only taught French. Lord discussed some of the biggest changes he has seen at ORHS throughout his time here. He said, "the facility has changed immensely. It's much nicer and much cleaner and much more accessible for technology and all that stuff. I've also seen a growth in the number of teachers since I've been here." He went on to describe that while some things change, some will always stay the same. He said, "one thing that hasn't changed is the dedication of the faculty to the students and the wonderful students that we've had. We've been really fortunate to have these great students all these years."

Lord talked about one of his fondest memories of his time at ORHS being the numerous trips to France and Quebec that he went on with students. He described the positive mood of the trips, saying that he enjoyed "not only the experience of travelling to these different places, but the experience of travelling through the eyes of kids and seeing their excitement and how they want to learn more about different parts of the culture." Lord also noted that people they met in these countries would praise the students he brought along, saying they represented our nation well.

French student Fiona Grove ('17) has had Lord for several French classes and has thoroughly enjoyed them. She said, "we all love Monsieur because of how he gets to know us. His classes were never traditional in the sense that he was always talking to or teasing someone instead of us quietly taking notes. By the end of the year, and especially for AP students at the end of high school, it feels like he knows you and has inside jokes with you." She continued on to say that, "Mr. Lord has a wonderful sense of humor and always jokes with his students. Even if we would just be going over homework, the class vibe was always fun. He was one of the teachers that genuinely enjoyed being around his students." She was sure to note the positive impact that classes with Lord have had on her high school experience as a whole.

In his retirement, Lord plans on completing some house projects, and once his wife retires later this year, they plan to travel. Lord would also like to come back and substitute teach at ORHS, at least for the first year of his retirement. **M**

- Anna Kate Munsey

Bomb Threats at ORHS

Mouth of the River had originally intended to publish this article in Issue 3 this year, but was censored by the Oyster River High School administration and the School Resource Officer. The administration felt that having the article in the magazine, which was released in April, would incite more incidents of bomb threats by rekindling the topic in the minds of readers, specifically Oyster River students. The major concern of the police department was that this article would interfere with their investigation at the time. However, at this point the investigation is still ongoing, and days after Issue 3 was released (without publishing this article) there was another bomb threat at Oyster River Middle School.

The staff of Mouth of the River feels that the topic of this story is too important to be ignored or silenced.

We have chosen to publish the article in this issue in order to accomplish our goal of keeping the student body, as well as the surrounding community, well-informed about events at the school, and fulfill our motto of being the voice of the students. We do not aim to incite more threats or interfere with an ongoing police investigation. In fact, one of the goals of this article was to make students aware of the severity of the bomb threats - especially if these threats were taken lightly. Here is the article as it would have appeared in issue 3, with some minor changes as to keep it up to date.

Throughout the beginning of the second semester of the 2017 school year, Oyster River High School has experienced three separate incidents where bomb threats written on bathroom walls in the school forced the facility into evacuation or lockdown. Bomb threats at ORHS are uncommon. The last time a bomb threat was reported in the school was over a decade ago. In the wake of these daunting events, students, parents, and faculty alike have reacted with mixed emotions - some are fearful, others are angry, and some are downright annoyed. Understanding what the community feels may be beneficial for recovery, as well as prevention of further threats or actions.

Many people at ORHS felt anxious and stressed during these threats. ORHS Principal, Suzanne Filippone, understands the trauma that students have to go through as a result of these threats. She said, "I completely understand how you feel. It's completely natural and expected, and I hope that everybody knows that it is our top priority to keep everybody safe. We would not have people in the building if we did not feel that it was safe to be here." Administration and faculty have urged any students or faculty affected by the threats to speak with their school counselor, should they feel the need.

However, not all students are fearful or concerned about the threats. Tucker Jennison ('17) expresses his irritation with the person(s) responsible. "Honestly it's not really scary or anything to me, because the threats don't really carry any weight... It's just annoying that someone who doesn't want to take a test or wants to feel powerful, is making us make up more school days and wasting [students'] time... Not cool."

Though some students believe these threats don't carry any weight, the school has chosen to stay on the safe side of things and respond to every threat with the appropriate measures. After the first incident, the school was evacuated and students either walked to the middle school or headed home via their own transportation. The school was then cleared using the New Hampshire state bomb dogs. When the same thing happened for the second time, the school temporarily evacuated students to the middle school before clearing it with dogs and declaring it safe to re-enter. Finally, the third time, the school went into a hard lockdown instead of an evacuation. This meant that students and teachers stayed in their classrooms with locked doors and with the lights off, staying hidden where they were not visible from the door. The bomb-sniffing dogs then checked the school for any dangerous materials, and

school resumed as normal for the remainder of the day.

These differing reactions to the threats were chosen based on the perceived threat level by the administration, experience with these threats, ease of investigation, and ultimately the judgement of the New Hampshire State police, who are experts in the field of emergency response. For the first threat, the school was inexperienced with the situation, and therefore chose to take the safest route possible. When the second and third time happened, the school was more experienced and well equipped to handle the situation. Teachers were able to guide their students to safety speedily and effectively, and administration was able to take care of the situation as quickly as possible.

Apart from just being annoying, scary, or angering to the community, threats like these carry serious legal consequences with them. As for the administration side of things, Dr. James Morse offers some insight as to reprimand for those responsible. "This could be an expellable offense. What that means in New Hampshire is, the school board has the authority to place a student out of their academic setting for an indefinite period. The student and their family would have to petition to re-enter. So, on the legal end the extreme is felony, on the school end, it's expulsion. So that's the extreme of both of these circumstances, and then there's any range of choices between suspension, long term suspension, and then ultimately expulsion. All of these are on the table because the board has a policy and procedures that they apply to."

While certain student behavioral incidents are usually handled fully by the school, in these circumstances the punishment extends much further. Making a threat of a bomb in the school is punishable by up to 10 years in federal prison, a \$250,000 fine, or both. The punishment is no different for minors, so the offender could be treated the same regardless of age. The offense would also stay with them most likely for life, as most jobs and colleges will ask if you have ever been convicted of a felony on their application.

The school and police have caught the suspected writer of the first threat, but they will release no information about the suspect's identity or their punishment for confidentiality reasons. At a meeting on March 7th in the high school meant to answer the community's questions about the threats, most parents agreed with the police's decision to keep the identity hidden, but some thought that releasing information about the punishment that student received would act as a warning toward other potential copycats. Dr. Morse stated that, while it may act as a deterrent, he and the rest of



ORHS sophomores and juniors gather in the middle school gym because of a threat in the high school



ORHS students head back from the middle school once the high school was cleared by the police (photo credits: Dagmar Lamberts)

the administration are legally not allowed to share that information because the student is a minor.

Many people throughout the community have wondered why it is that the reactions to each threat has been different. ORHS Principal Suzanne Filippone offered some clarification, saying, “we go through a series of guidelines and questions and a lot of collaboration to make determinations and every single situation may seem like they’re the same thing on the outside but from our perspective, they’re all very different. So we have different responses for different situations.” Filippone went on to explain the process that occurs after a threat is made. She said, “when a threat is made at school, we have to look at a lot of different things and there’s a lot of variables, and we work with the Durham police, the state police, and the bomb squad to determine where we are in the guidelines and what we need to do to be able to continue our school day and to keep kids safe. Our primary responsibility is to keep people safe. What we want to do is keep people safe and still have school.”

ORHS students temporarily lost open campus privileges for the Friday before February break. Sign-out sheets were implemented. Students had to write their name and the times of whenever they leave and re-enter the classroom. Filippone said that there were two reasons for these new policies, one being the fact that there was such a short time for the administration and police to do their investigation before students left on break. She also explained the other part of the reasoning, saying, “part of the reason has to do with accountability. One of the wonderful things about Oyster River is that students have a lot of freedoms and privileges and that also sometimes makes it difficult for us, when it comes to accountability and finding kids and being able to talk to them. I don’t want people

to think that this is going to continue on forever, because it’s not. It’s probably going to be very temporary.”

Oyster River Middle School also received a bomb threat. Diane Treaga, a teacher at ORMS described the situation, saying “many staff members have expressed concern for all involved, including the perpetrator. This person/people may not realize how they are impacting their reputation and future as a trusted member of our community.” Treaga also noted the reactions from ORMS students. She said some of them say the perpetrator is setting a bad example, crying wolf, and damaging their chances of having good recommendations from staff members.

Treaga discussed the impact of all of the bomb threats, both at ORMS and ORHS. She said, “ORMS is already overcrowded. Having most of the population of the high school jammed into the library, cafeteria, and many hanging out in the bathrooms further impacts our space and learning.” She continued to say, “classes scheduled to be in the library are completely disrupted. ORMS students have to eat their lunches in their team classrooms and are not allowed to have a much-needed recess. Some students are dismissed when picked up by their parents, which influences their learning and teaching. Teachers need to reteach to those who missed classes. As students were in lockdown status, they cannot pass through hallways and must stay in place for long periods of time.”

ORHS administration is working hard to resolve these recent issues. Sergeant Dade is the commander of the bomb squad for New Hampshire. He said, “Your kids are in really good hands. Despite the lack of experience, things here in Durham have gone really well and I do credit Officer Malasky, Chief Kertz, Dr. Morse, Oyster River staff and faculty with their communication skills, their ability

If and when more information on these threats is found and made available, Mouth of the River is committed to keeping the community updated on any developments.

- Anna Kate Munsey and Thomas Cote

Mr. Harrington



It had been eight years since I had last seen Mr. Harrington. He still had the same smile that he wore for years, a smile that I was accustomed to greeting me as I entered Moharimet as an elementary student. Every day he would stand in the same place, in front of the great wooden bear, at the fork of the East and West wing. He would greet me with a smile, extend a hand for a high five and welcome me to school with a 'namaste.' At the end of the day, as I left for my bus, he'd be at the door again, ready for a high five.

Dennis Harrington will be retiring at the end of this year. This will be his 50th year as an educator, and 43rd as a principal. He has been the principal of Moharimet Elementary School in Madbury since its opening in 1989. Moharimet is one of the two elementary schools for the Oyster River Cooperative School District. Harrington's presence will be missed, but his impact on the school and his legacy will not soon be forgotten.

It is safe to say that I use to spend a lot of time in Mr. Harrington's office. As he put it I was a "wise guy." The last time I had been in Mr. Harrington's was for my 4th grader "exit interview," so the irony was not lost on me that our roles were now reversed. The posters on his wall, specifically the one which displayed his core philosophy, "Always behave in ways that shows respect for yourself, others, and the environment. Always behave in ways that hurt no one physically or emotionally," were unmoved since I had last been there.

After a short time in the Peace Corps as a chicken farmer, Harrington began his career in education at the Hilltop School in Somersworth, then the Chandler School in Somersworth for five years and then Maplewood school starting in 1980. When Moharimet opened nine years later, Harrington became its first principal. Come September, Moharimet will have its second principle, Stratham Memorial School assistant principal David Goldsmith.

Throughout his years, his outlook on his role as an administrator has been constant. "Children first," said Liz Schmitt, a 3rd-grade teacher at Moharimet. Schmitt first interned at Moharimet in 1991, before being hired full time. "He's always wanted the school to grow...if [something] is great how can it be better," this attitude has been obvious from every decision he makes and his constant desire to make a better elementary experience.

After so many years as a principal, Harrington noticed a pattern emerge. Although the "circumstances they live in have changed, kids have not," as they will always be curious and willing to learn. Technology in the classroom may have changed how kids interact with content, but their driving will to explore has not. The years are like a "concentric circle. They keep repeating events every year. The opening of school, the closing of school, the sugar shack, the pumpkin stroll, the winter carnival, the math curriculum the language art curriculum. Each year you're trying to do a little better, you try and make as many adjustments to the curriculum... so when they come to school they have a smile on their face."

The pumpkin stroll and the sugar shack are both programs Harrington helped to start. They act as a way to give the kids a hands-on representation of what they are learning. They don't just carve pumpkins and set them up in the woods for the heck of it. It serves as a conclusion to what they are learning in the classroom: How pumpkins are grown, stories about pumpkins, even math problems related to pumpkins. With the sugar shack, learning how to tap trees and how it boils down into maple syrup is a great way to learn about the history and cul-



ture associated with it. I still remember how many gallons of sap go into one gallon of syrup, forty. He helped to evolve the maple sugaring process from a couple of teachers boiling sap in the parking lot, into the operation it is today. Mr. Harrington's willingness to collaborate with his peers and the community helped to build the sugar shack in 2001. The sugar shack pumps out 20-30 gallons of syrup a year, which comes in handy for the annual pancake breakfast.

The students are not the only ones that have benefited from Mr. Harrington's presence. Margaret Kelley, the school librarian, has worked with Harrington since 1986 when they met at Maplewood. When she was hired at Moharimet in 2005, she was happy to learn that Harrington was the principal. With his help, Kelley was able to make the library run on a flexible schedule, which allows students to go to the library whenever. "I'm able to think outside of the box and try new things. [Harrington always] was supportive [of that]."

Another thing that makes him different is his "willingness to put himself out there and willing to do whatever you ask him to do, with enthusiasm." Kelley remembers how one year for the book fair, she asked Harrington to dress like he was going on a road trip across the country. He came to school, dressed up as a motorcyclist in all leather. Kelley took a picture of him, sitting on a Harley-Davidson bike in the middle of fair.

"He's helped to make [Moharimet] a very special place," said kindergarten teacher Joanne Chartrand, who was on the committee that helped to hire Mr. Harrington. Every Wednesday for years, Harrington

will stand on the stage in the East Wing to read to the kindergarten students. I remember distinctly the passion in his voice as he read to a room of students, the inflections in his voice as he read the different lines from *Where the Wild Things Are*. Much like Max, occasionally the students were mischievous and made a ruckus. Mr. Harrington would soothe the room with a series of claps, to which a room full of tiny hands would echo. Even after his retirement, it wouldn't be a surprise to anyone to find Mr. Harrington back on that stage to read to the kids.

A majority of his impact is less obvious than reading a book to kids or wearing bikers leather. It's a comforting smile passing in the hallway, pulling on his snowsuit and going sledding at recess with a bunch of 1st graders, it's busting a move on stage while a band is playing for the kids, or giving a 4th grader one of his ties. His positive outlook, support of new ideas, his willingness to collaborate and his overall spirit has shaped Moharimet into the school it is today. It was children, their curiosity and willingness to learn, that motivated Mr. Harrington to stay on the job all these years. And it was Mr. Harrington, who created and fostered an environment, Moharimet, into a place where these very same children could thrive.

I closed my interview with him the same way he closes the 4th-grade interviews. What's next? He smiled an earnest smile, "Writing. I don't know exactly about what, but that's what I'll be doing," he has been passionate about writing for years. It may be about his 43 years as principal or it may be about anything at all. **M**

Revamping P.E.

"Anytime a program has a credit reduction, to me, it's a step back. I don't see how it could be a good thing," said Oyster River Physical Educator, Don Maynard.

In a seven to one vote, the Oyster River School Board reduced the credit requirement for P.E. from three semesters down to two. This levels the ORHS P.E. requirement to those of Portsmouth and Dover. This is a result of pressure from some students and parents who saw the extra semester as a restriction to having a more flexible schedule. In addition, new P.E. electives and quarter-long classes were approved and will be implemented next year. The P.E. department resisted the change, but it may present an opportunity to revamp the program.

School Board member Kenneth Rotner pushed heavily for the change. "Rather than locking [students] in because they need this credit, I would say what could we do as a department that's going to shake the game up and make [students] clamor to take this elective." New selections for P.E. electives include Adventure Sports, Personal Fitness, Striking and Fielding Sports, and Unified Physical Education, all of which are quarter-long classes. Adventure Sports, the class that piqued the most interest, has "students experiencing various outdoor related activities including geocaching, orienteering, hiking, snowshoeing, sledding, and cross-country skiing," according to the 2017 Program of Study.

Quarter long classes give greater flexibility with scheduling so for instance, "There are students that have a fall sport, and so they need a study hall or free period as they still have schoolwork [as they are] are committed after school. Then maybe they don't do a winter sport so they could do a quarter two or quarter three P.E. class as they may be don't need that study hall," said ORHS counselor Heather Machanoff.

Freshmen (class of '20) this year only took half a semester of P.E. so in the next three years they will have to take two-quarters of P.E. electives in order to graduate. Next year's freshmen (class of '21) will take P.E. year long, completing their requirement right then and there. The concern is that after they complete their requirement, they wouldn't take any of the new electives. "I'm having a hard time being optimistic that enough people are going to sign up," said Maynard. Advance P.E. at ORHS, a class only open to upperclassmen has experienced dwindling numbers in recent years. This year has been the first in three to have the numbers to hold the course. It was the hope of the school board that by offering more specified P.E. electives, rather than just Physical Education and Advanced Physical Education, that they could intrigue students.

Having the elective and quarter long P.E. classes is not a new idea. When the school board mulled over the decision they reviewed other schools. Portsmouth High School has year-long gym for freshmen and then a series of electives. Their facilities are significantly better the ORHS, with a fully stocked weight room, and an outdoor rope course that rivals Monkey Trunk's course. Two of the sections of Project Adventure 1 are filled, the introductory class that utilizes the courses, and the other three sections are near capacity. There has been talk of getting an indoor climbing wall at ORHS in recent years, but so far only 4,000 dollars of the necessary 50,000 have been raised. Portsmouth High School's lowtec yoga class is "wildly popular," said one of PHS's counselors Laurie Wolinski. All three of the class sections are at capacity. According to Wolinski, the key to PHS success is marketing programs to students they can connect with. Having more diverse electives encouraged Portsmouth kids to find an elective that fit their personal needs.

Though many people are pessimistic about the change, Troy LaPolice expressed a positive outlook. "Physical Education is a class that shouldn't be discounted... it's a break in the day and it gets some energy out so you can focus on other classes." LaPolice voted against the credit change, finding the P.E. department argument to be compelling. Despite his objection to the measure, he believes that the department will continue to popular.

The quarter-long classes will allow greater flexibility for students to take sections that intrigue them, while the reduced credit will allow students to explore other electives and extended learning opportunities. Already enrollment for the new electives has the counseling department optimistic, and will only get better with increased funding for facilities. **M**

-Dillon Mulhern



FEATURED STUDENTS

CLASS OF 2017

As the school year comes to an end, one of the main talking points is where students are going to continue their futures. This year's graduating class is a strong one academically, with plenty of students attending some of the nation's top colleges and universities according to U.S. News and World Report. Achieving this accomplishment takes hard work and dedication which can lead to some sacrifices. In this article, I introduce a couple students and their experience in this process.



Daiyao Zhang is planning on majoring in Chemical Engineering, but also says she is open to other engineering majors once she gets started with college. A National Merit Finalist, she originally was set on MIT, but weeks later was accepted to three Ivy League schools—Cornell University, Columbia University, and Yale University—leaving her with a hard decision, eventually choosing MIT.

When it comes to sacrifices during this process Zhang says, "One of the biggest sacrifices has been social life. For example, I remember during field hockey season, I missed all of the spags and was always rushing from one place to another. From sophomore year on, I didn't really make any more meaningful relationships than I had already established before that time. This obviously affected me negatively on the social level. Mentally, I felt very alone in some situations where people were in these tight knit groups and I was sort of an outsider. At some points it was seriously depressing

when I realized that not only was I turning down chances to be more social, but also less people were even offering to hang out with me because they just assumed I was busy." As senior year closes out, Zhang expresses some regret over that choice.

Despite this she does admit to the desire to test her limits, although she also says she's a huge procrastinator, which may prove more challenging in college than at ORHS. "In all honesty," Zhang offers, getting into college feels like the biggest achievement in my life right now. I'm still in shock, and relieved that I'm able to go to a school I love without having forced myself to do anything I didn't really want to these last four years."

Zhang offers some advice to younger students who are interested in similar paths, "it's ok to want to be the best, but consider how you will feel once you're up there. There's no point in working hard to be successful if you can't be happy in the end."

Roopa Bhat will be attending Columbia University in New York City this fall after applying early decision. She shared that she's been obsessed with the idea of going to Columbia since she was six years old, after watching a sitcom that took place in New York City in which one of the characters attended Columbia. "That brief scene of the campus in that one episode has stuck with me ever since. Once I saw the campus on the show, something clicked in my six year old self's brain; my obsession with the show suddenly transformed into an obsession with Columbia."

Bhat believes that this obsession was the primary reason she got into Columbia. With a 6% acceptance rate and not a single Oyster River graduate attending the university, the odds were long. There were a lot of obvious things that she did to increase her chances of going to Columbia, such as keeping up her grades and doing extracurriculars such as camps and internships in order to appeal to admissions officers, but she is convinced that the fact that she

wanted it that badly, that she saw herself there, made the difference.

Bhat will be majoring in chemical engineering, with an eye toward going to medical school. She considered accelerated B.S./M.D. degree programs but in the end went with her gut to go for Columbia, which paid off.

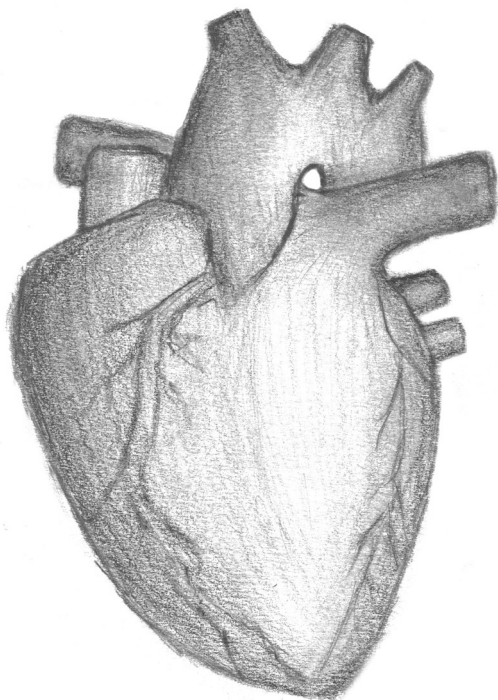
"Looking back at it, I can definitely say I was not the happiest or even kindest person earlier this year or even last year. The stress that I put on myself definitely did get to me and even though I might not have realized it in the moment, its effects went past just me. Since I was constantly stressed about schoolwork, that took away from time with friends and family and doing other things that are important for mental health. In a way, my ambition defined who I was. When I was continuously bombarded with my academic activities, I had no time to think about anything else, so my schoolwork started to become my identity," explains Bhat when asked about what kind of mental toll the process had on her. **M**



-Owen Kurtiak

A LIFE OVERRUN WITH WORRY

Anxiety affects many people in the world, but it is often seen as taboo, which is unfortunate since it's a legitimate issue, given that it affects over 40 million adults in the US alone. It typically stems from feeling uncomfortable, embarrassed, overthinking situations, or just being excessively worried about multiple things. Anxiety disorders develop from a complex set of risk factors, including genetics, brain chemistry, personality, and life events. Anxiety differs from person to person; many can experience a variety of different symptoms at once, or some might not immediately recognize that they're having a panic attack. Some might never experience it in their life some might go their whole life without knowing they have an actual disorder. There are a spectrum of ways anxiety can manifest itself in a multitude of situations and scenarios. Dealing with it can be problematic, especially if you're in an unfamiliar or uncomfortable environment. If you've never encountered severe anxiety or you want to be more open minded about it, here are some examples of diverse and real ways it shows itself (inspired by situations I have personally experienced) and how to help.



Situation 1: Stop breathing

You're in the car with your mom, and she's driving you to the place you dread the most: school. Recently, you've been stressed out of your mind and overwhelmed with your classes, and you aren't performing as well as you could. You're not too optimistic about your day. As you head to school, you notice your breathing shortens; you exhale, but it feels like a challenge to inhale, as if there is a weight on your chest. You sit there for a good ten seconds before you gain the ability to intake air again. Dizziness takes over and you don't feel good. Mom asks what's wrong, and you know it's your anxiety spiking up, your fight or flight response dictating your body's incapacity to function normally. She tries to comfort you, but it feels like you're suffocating.

Situation 2: Involuntarily pass out

You are sitting at your desk in math class, a class that you struggle with. Not because of your teacher, but because math has never been your strong suit. You've been sick for the last three days with the stomach bug, and you return to school with a unit test to take. As the teacher walks around class distributing the tests, you feel incredibly light headed and tired. You don't believe that you are remotely prepared to take the test, but your teacher insisted that you should take it anyways. Your vision darkens and your head feels intolerably heavy; you rest your head on the desk, and everything seems to become more distant, dark, and fuzzy. You see the test being placed on your desk and you attempt to lift your heavy head, but you can't even muster up the strength to pick up your pencil. You feel weak and out of control.

Situation 3: Social anxiety/interacting with strangers

Today you have an interview for a job you've wanted for ages. It pays well, it's close to home, and you have a friend who works there. You heard that the man you're interviewing you is stern and hard to impress. You try not to let it go to your head, as you wait for him to greet you into his office. You go in with confidence and a positive attitude which he notices immediately, but then he starts asking you difficult questions that require a lot of thinking to formulate well thought out responses.

Your answers aren't very clear and it's quite apparent that you're struggling to reply on the spot. As you're talking, he makes strange faces that are hard to read. You start feeling anxious about what he thinks of you, and you start overthinking everything you're saying to this stranger. *Do I sound like an idiot? Is it obvious that I might throw up? Does he already dislike me?* You feel sick to your stomach, and

luckily, the interview is over. He shakes your hand (which is notably sweaty) and you get to your car as fast as possible, where you may or may not have vomited. It keeps you up all night, and your thoughts are consumed with negative feelings about your day.


Situation 4: Extreme stage fright

It's finals week and you're sitting in your class, anticipating a presentation that you have to give. You feel pretty confident about the topic you're discussing, but you're not friends with that many people in the class, so you are out of your comfort zone. As your turn rolls around to present, your confidence to explain everything in a well thought out fashion depletes. You stand in front of the class with your powerpoint displayed on the board, and as you begin to talk, you stutter. It's easy to become self conscious when it happens, and your heart rate spikes up. Your voice feels shaky and you don't know how to suppress it, but presenting is really hard when people can't understand what you're saying. You're too scared to even open your mouth at this point, and you feel like you're embarrassing yourself. Some call it stage fright, but you genuinely dislike talking in front of people and have never found a solution to overcome it. You're a nervous person, and presenting doesn't alleviate that one bit.

"I've been on medication for seven years, and I've learned how to cope with it over time. As you get older, the things you get anxious about obviously change, and it has gotten easier. At our school, people are really open about anxiety, which is good." - Anonymous

"I've been on medication for a year and a half now. It's a pain in the a**; not every medication is gonna work. I've been on three so far and I was allergic to one of them, so I had to stop taking it." - Hailey Schuyler '18

Not everyone has medication for anxiety, whether that's a personal choice or they don't have access to it. Some people find that the act of being in motion helps, whether that's driving, walking, biking or even scooting. There are some other bizarre habits, like pulling out hair or nail biting. One might completely shut down, cry, or just pass out altogether.

This all varies from person to person, but that doesn't mean one version isn't worth any less than another. If someone says they have anxiety or a diagnosed disorder, take them seriously. And if you ever think you might see someone struggling a bit, be cautious; anxiety can be embarrassing for a lot of people, and yelling "hey are you okay?" in front of everyone is a lot different than asking them when they're alone. Many will appreciate the concern though. Not many people know that anxiety can be a real challenge. 

- Jess Speechley

Anxiety Statistics and Facts, provided by the National Institute of Mental Health (NIMH) and AnxietyCentre.com

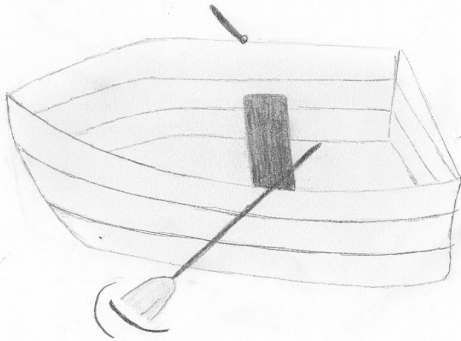
- Anxiety Disorders affect 18.1 percent of adults in the United States (approximately 40 million adults between the ages of 18 to 54).
- Current estimates put this number much higher (approximately 30 percent) as many people don't seek help, are misdiagnosed, or don't know they have issues with anxiety.
- Anxiety has become the number one mental health issue in North America. It's estimated that one third of the North American adult population experiences anxiety unwellness issues.
- Approximately 30 percent of the adult population in North America have anxiety unwellness issues (anxiety disorder) and only one third will receive treatment, and of those, only ten percent will receive proper treatment.
- Those who experience anxiety have a very high propensity for drug abuse and addictions.
- Panic Disorder affects 6 million people in the United States.
- Social Anxiety Disorder (SAD) affects 15 million people in the United States.
- Generalized Anxiety Disorder (GAD) affects 6.8 million adults. Women are twice as likely to be affected as men.
- Paxil and Zoloft (two of the more popular anti-anxiety selective serotonin reuptake (SSRI) inhibitor medications) ranked 7th and 8th in the top ten prescribed medications in the US (these two medications totaled almost \$5 Billion in sales in 2002).
- In 2013, 50 million prescriptions were written for Xanax (alprazolam).



What Happens Next?

Sadly, it's that time of year again. This year's seniors are ready to go off to college soon, leaving the Oyster River district they've been a part of for so long. The long-dreaded yet inevitable thing that many will experience then happens: losing Snapchat streaks. All joking aside, friendships do change once people move to different parts of the country or even world. Not being able to see your friends every day at school or drive five minutes to hang out can morph your once close friendship into something far more distant. This process is an elephant in the room; no one wants to say anything, but many people are thinking about it.

"It is nice to know that friendships can withstand space and time and that things can fall back into place when you are reunited." - Sophie Webb

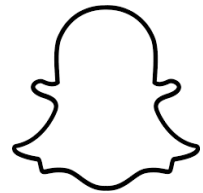


Yes, drifting apart from your closest friends can be a terribly morose thing to think about, but this change doesn't have to be awkward or terrible. Sophie Webb ('15), an alumna of Oyster River, finds that she still stays in contact with a few people. "When I am at school I keep in touch with probably six people. However, when I am home on breaks, there is a wider group of people that I make an effort to see." Coming back to Durham during break definitely has its advantages in this way. It gives you time to meet up with your pals, cheer on a few old teammates at games and meets, and even visit some of your previous teachers.

As Webb continued her journey at Bryn Mawr College, she realized that some of her friendships were both strong and important enough to maintain. "I had a pretty good idea of who I was hopefully going to remain in touch with even before leaving, and I'm glad that has panned out mostly as I thought it would. It is nice to know that friendships can withstand space and time and that things can fall back into place when you are reunited. It is liberating in a sense to know that you don't have to talk to someone every day or even every week in order to remain friends, and I think that is even how you know if a friendship is deep and real." Making an effort to stay in touch is definitely needed if you want a friendship to last. It may be difficult to maintain any kind of relationship, but if it's worth it, try your hardest to reach out and power through each bump in the road.

"It's natural to drift away from high school friends. A lot of the relationships formed at this point in your life are more out of necessity and convenience than the genuine desire to be friends with a certain person." - Nathalie Cumming

Arabella Reece ('16) is now a freshman at Carnegie Mellon University. She has stayed connected to many of her friends as well. "I mostly keep in contact with them through Snapchat, but I do call or text a few of them occasionally and talk about each other's lives. Snapchat is mostly for keeping streaks alive, but when I call them, the conversations are more of catching up with them. I talked with them a lot at the beginning of the year, but the frequency of our phone calls definitely kind of phased out. There are some weeks where I talk with them more if I [or my friends] need advice or something though." Calling people has decreased significantly over the years due to the creation of more convenient ways of communications like using Snapchat and Facebook Messenger. Although these apps and methods are easier to use, it may not be the best ways to communicate serious conversations.



Ethan Haug ('17) has also been faced with the challenge of trying to maintain long distance friendships. Like most people, he also tries to keep in contact with those who have graduated, "except now I only text or call them when I have something useful, important, or interesting to say," he says. Despite the lag in conversations on a daily or even weekly basis, Haug doesn't believe that his conversations have become less meaningful. Just because you don't see a person often or talk to them as much doesn't mean that your conversations will be awkward or frivolous.

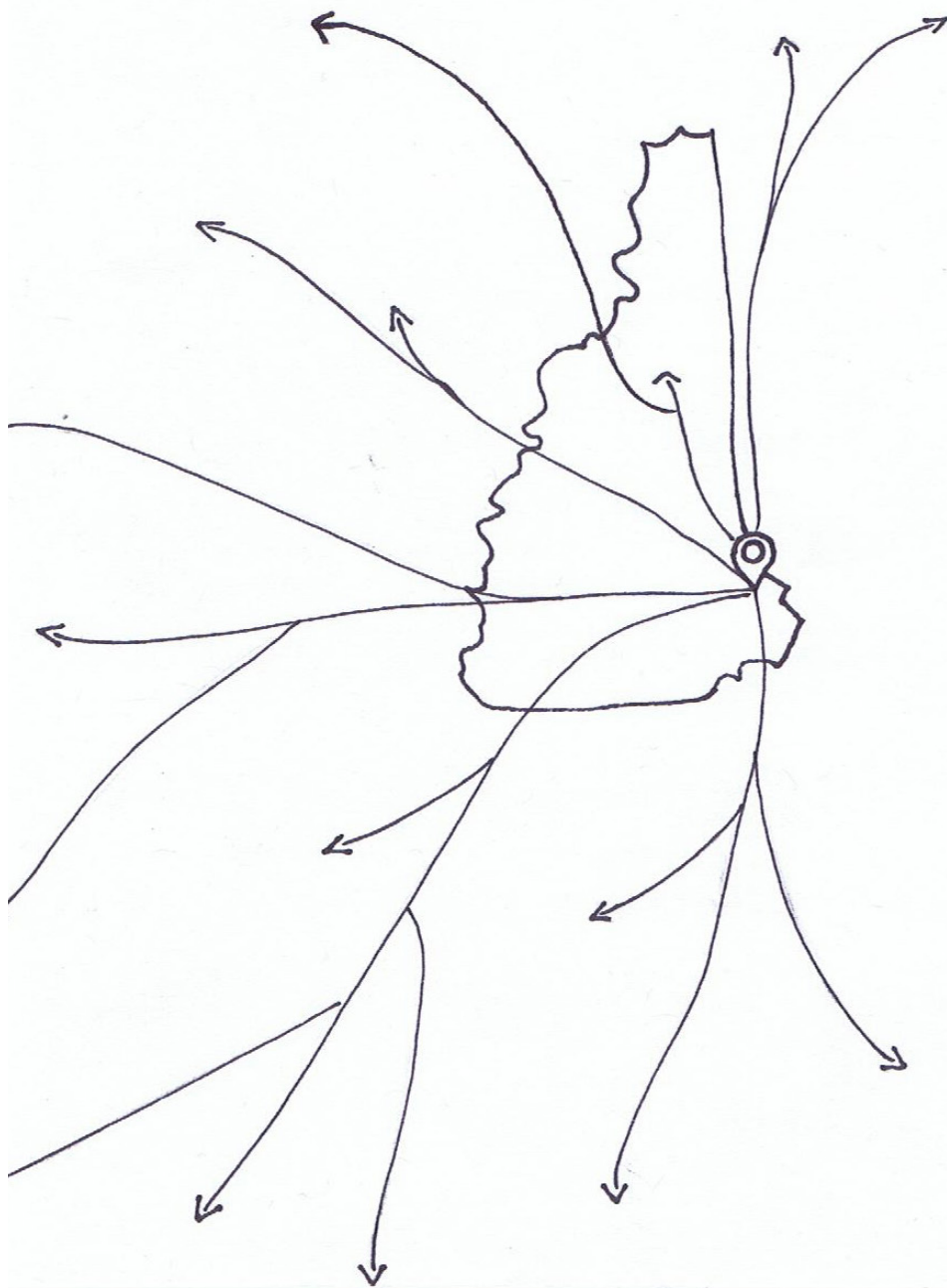
There is a census among most of the students both in high school as well as in college: social media is a convenient way connect with your old and new friends. Jan Bartos ('14) is now a junior at Rensselaer Polytechnic Institute. He doesn't talk to that many people from home anymore as well, but also still tries to hang out with his core group of friends whenever they can. "The sad thing is that everyone keeps getting busier and it's harder to find time to [get together]," Bartos says, "[but] I still know how everyone else is doing through social media even if I never talk to them." Whether it's through Instagram and Facebook posts and tags, Snapchat stories, or any other way, people are still aware of what their old classmates are up to. Even if you and your friends don't go to the same school anymore or even live on the same continent, your friends can still see what interesting events you've posted about or vice versa. If you do want to reconnect with someone, Bartos recommended to not "be scared to make the first move to talk with someone you haven't spoken to in a while - it's likely that they are in the same situation."

While some graduates lose contact with their close friends, Nathalie Cumming ('17), has tried to get in touch with people she didn't know that well in high school. "I made a real effort to stay in contact with the people who mattered to me [and] used graduating in the middle of the year as a way to cut a lot of people out of my life." Sometimes, you don't realize the exact nature of your friendship with someone until this time starts to hit you. Cumming pointed out that "it's natural to drift away from high school friends. A lot of the relationships formed at this point in your life are more out of necessity and convenience than the genuine desire to be friends with a certain person. It's a very bittersweet feeling thinking back on old friendships, but more often than not there's a reason it didn't last." Although this may be, don't beat yourself up if a friendship doesn't work out.

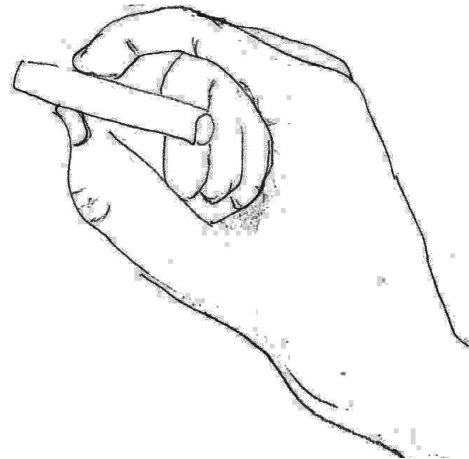
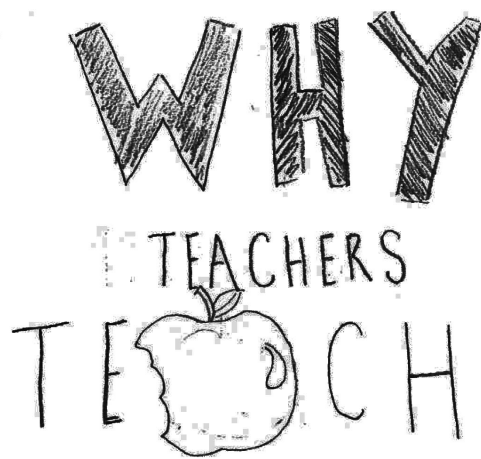
Do keep in mind that to maintain a friendship does not require constant contact with each other. Annika Barth ('14) hangs out with friends over the summer and also Skypes her high school book club every two weeks, but didn't have much contact with them throughout the school year; "it's just a different way of maintaining relationship," she said. She has also experienced the phasing out of friends after going off to college at American University. "Freshman year, everyone made an effort to keep in contact. But gradually as we all made new connections, settled into our new homes, got jobs and stuff; it wasn't as necessary to tend to connections from home so frequently. [That being said,] just because I'm not in contact with most people doesn't mean I feel less connected to them."

Friendships will take a turn once someone moves away, but how they change depends on what you want. Your options range from completely forgetting that person exists to staying life-long friends. If your choice is the latter, you'll definitely need to put the work in in order to have it succeed. All in all, just remember: quality over quantity.

- Megan Wu



"I made a real effort to stay in contact with the people who mattered to me [and] used graduating in the middle of the year as a way to cut a lot of people out of my life." - Cumming



You're four years old and sitting next to your newly established best friends as your teacher asks you to assume the shape of a semi-circle to learn about one another. You're required to say your name, your age, and what you wish to be when you grow up. The ambitious preschool you anticipates you'll be a firefighter, an astronaut, or maybe a even a doctor. You want to be someone who contributes to the world. Your teacher turns to you and says, "what about being a teacher?"

When people would ask you what wanted to be when you were younger, you would rarely hear any kid respond "teacher." It would usually be a cowboy, a ballerina, a policeman, something along those lines. Some occupation that sounds exciting, or has been glamorized in movies and TV shows; occupations that are deemed to be the most exciting, or the most influential. I mean, what popular movie or TV show glorifies a teacher as the main character? Once you spend 12+ years in school, who would want to spend another 20+ years teaching?! Well, you could ask the 3.6 million U.S. elementary school teachers why they chose to assume that occupation, or the 3.1 million public high school teachers- not to mention the private school institution that provides a 14:1 ratio of students to teachers for a school.

Having two parents whose profession is teaching, I frequently am asked, "So, you going to follow in your parents footsteps and major in education? Become a teacher when you're older?" My response is pretty intuitive. Laugh, shrug it off and reply "gosh no, why would I want to be a teacher?"

Coming from a high schooler standpoint, I

can't imagine voluntarily wanting to deal with adolescents in their times of development. But then again, as a freshman I never imagined that there would be a point I'd feel sad about leaving high school (as the days are coming to an end). You just never know until the time comes.

"I didn't plan to," laughed Celeste Best, a science teacher at Oyster River High School. "I went to school for pre-med and then halfway through sophomore year I changed the focus to anatomy and physiology and athletic training with some side classes in ecology. And still even going into summer of my junior year, I wasn't going to be a teacher. Not even on the radar. And then a good friend of mine was like 'you need to take an education class' so I took one the second semester junior year and I loved the professors. Still wasn't going to be a teacher. Nope. I was going to go to grad school and become an athletic trainer," says Best.

Best took a position teaching Upward Bound at Keene State. When she went back to school she had filled the requirements for science classes for her major, "so I took three education classes and my friends were like 'you should intern.' So I interned my second semester of my senior year in college and loved it. And so I interviewed here thinking 'I'll teach for a couple years and then I'll go off to grad school' and clearly something happened because I'm still here, twenty years later," says Best.

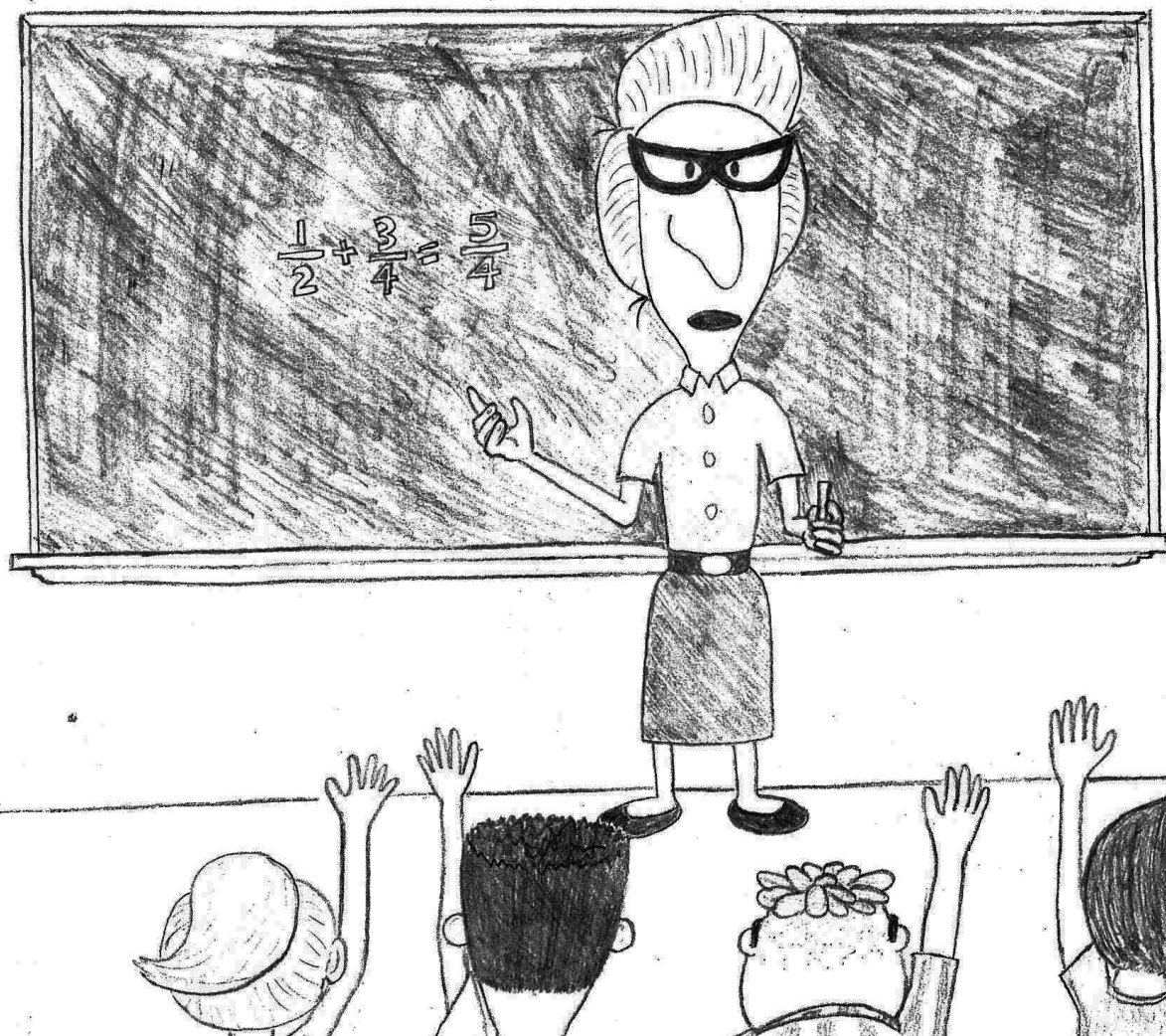
After asking a handful of teachers it really came down to the idea that once they had an experience with teaching, once they were exposed to either substitute teaching, or an Outward Bound experience like Best's, that's when it clicked. There's a overarching parallel

"I think this job is just too important to suck at, I think that there are people in the profession that just ride it out, or they get bored with what they're doing, like they can't do anything else. This job is just too important to do that with. You have to love it, you have to be passionate, you have to be constantly changing."

"It's a profession that's so human and you really can touch kids' lives and be part of all the struggles and life stages. That comes back to you a lot more than other professions."

"I enjoy seeing the lightbulb go off. There was enthusiasm within each class. In the anatomy class people come into class and they go 'oh look at this! This is cool!' and it's almost to the point where you forget you're learning something."

"I think teaching is a profession that is different every day, so my job is never the same any day and I have no idea what I'm walking into and that's exciting."



Art by Dylan O'Connell

between the teachers that I spoke to. Each teacher mentioned that once they were exposed to their teacher experience, they could never leave or find picture themselves assuming any other occupation.

"I think teaching is a profession that is different every day. So my job is never the same any day and I have no idea what I'm walking into and that's exciting. I think that we are working with young people who are developing their identity so I think a lot of young people know how they feel they just don't necessarily know why they feel the way they feel. Being a part of the process to develop that and help them understand why is really critical. I think that helping students figure out who they are regardless of where that goes is exciting," says Brian Zottoli, a social studies teacher at ORHS.

It's one of those professions where you are really abiding by that standard that what you give, you will receive. Speaking with teachers for interviews, and over the years, one of the most redundant statements I've heard goes something like "as a teacher, I learn more from students than they learn from myself."

Millikan said "I took ten years off teaching and I worked in finance and business world. A funny story is I had some clients I was with on Fourth of July harbor cruise in Portsmouth. This woman came up to me and said 'Are you Mr. Millikan?' I had taught her in 5th grade in Stratham and she said 'you were and still are my favorite teacher.' The guy standing next to me, the client, said 'you're never going to hear that in the business world, as far as being a financial advisor. You know, oh you're my favorite financial advisor.'"

Millikan mentioned that this story encapsulated the idea of teaching, how the profession itself gives so much more than any other job.

"It [teaching] is so human and you really can touch kids' lives and be part of all the struggles and life stages. That comes back to you a lot more than other professions. After ten years away I came back to teach high school and I just knew that's what I wanted to do," says Mark Millikan who had previously taught middle school before becoming the Dean of Faculty at ORHS.

To be a teacher there must be a certain drive and a certain motivation. Think back to your favorite teachers, the best classroom experiences you've had. There's a parallel between the work ethic that the students contribute, and the engagement that the teacher displays.

"Mrs. Raiford and I used to have a deal that if we ever started sucking, we would let each other know so we could quit," jokes Zottoli, "I think this job is just too important to suck at. I think that there are people in the profession that just ride it out, or they get bored with what they're doing, like they can't do anything else. This job is just too important to do that with. You have to love it, you have to be passionate, you have to be constantly changing. And it's hard. I think a lot of people look at education. You know you get vacations and you get the summer off but working with 100 different students a day that are dealing with a lot of complex things, and that are dealing with a lot of complex family issues and that are dealing with a lot of personal crisis and are trying to learn skills that are hard to learn, is really hard. It takes a lot of mental space to do that well. I love it." **M**

-Katie Schmitt

What Teachers Were Like in High School

.....
“You know, I was in high school once too.”

Every teenager has probably heard this quote far too many times, whether it be from a parent, a grandparent, or even your teacher. I know, it's hard to believe that teachers were once just like you—sitting in class, doing homework, and even going to prom. Most have probably heard a teacher talk about the “good old days”—but have you ever wondered what they were actually like?

A teacher's main purpose is to teach and help us learn about a variety of different things, but what if we could learn more than just mathematics and history from them? What if we could learn about how to survive high school? Instead of just rolling your eyes at a middle-aged person who is trying to be “relatable” by saying that they were once in your position, you could actually learn something from their experience. While times may have changed high school is still high school, and some aspects of it are the same for everyone, no matter what your age. If you are still in high school, you might be wondering “how do I make it through this?” Well, reading about some advice that people who actually made it through could help.



Karen VanDyke: Social Studies Teacher

Where did you go to high school?

VanDyke attended high school in Sacramento, California for two years before moving to England where she finished her junior and senior years.

What year did you graduate?

1987

What was your favorite subject?

“Gym,” she laughs. “If I could pick lunch I would pick lunch. I think school in the 80's was pretty regimented and fact-heavy. I struggled a lot in English class, but literature class was awesome for me because I really enjoyed reading. Math was really easy for me. They actually had to hire people to teach me math because it was super easy. Science just seemed like a lot of facts that didn't relate to anything that I knew and I absolutely HATED history.”

VanDyke mentioned how she disliked the “fact-based” learning systems at her high school. She thought that it wasn't helpful in teaching students important information that was useful. She mentioned how nowadays you can just look up a date on your phone so there is no point in memorizing it.

What is your most prominent memory from high school?

Van Dyke mentioned how even after 30 years she still keeps in touch with some of her high school teachers. “One of the things I do every year while teaching is I always try to ground myself and ask ‘what are [my students] actually going to take away from me?’ Daily lessons are things that don't necessarily stick with you, but the big things that either touch you emotionally or that make you feel like you've been cared for will stick with you.”

VanDyke also recalls a memory with one of her friends, saying, “We were taught how to do blood pressure and it had the little mercury

thing that was on it. I was pumping away as he was sitting there and I was watching the mercury and it wasn't going anywhere. I'm pumping and pumping and it's not going anywhere and he screamed ‘I think it's tight enough!’ and it wasn't moving at all. I then realized I never turned the mercury on. His arm was all squished and I realized then that nursing was out and I would never be a doctor.”

What was your favorite part of high school? Your least favorite?

“Summers were the worst because I didn't want to be away from school...just the excitement of learning new information is what really drew me to school.”

VanDyke recalls a memory with one of her favorite teachers, who she says actually hated her. VanDyke looked up to this teacher and thought she was so smart and was so interesting. However, she states how the teacher thought she was being sarcastic about how excited she was about her class and dismissed her. VanDyke actually emailed this teacher a few years back to thank her and tell her how she herself had become a teacher.

What advice do you have for kids on how to “survive” high school?

“I think remembering that this isn't the the real world and that there are weird pressures that are put on you that aren't going to occur in the rest of your life. We are forcing you to be in rooms that you might not have anything in common with and we're making you kind of learn in that sense. In the real world you get to choose where you are going to work or how you are going to spend your time. But I think that it is important to take away from this the idea that as a whole human beings are going to be different, and have different ideas and needs. The part that is important is the struggle. You should be a little uncomfortable in growth, because that's when you do your growing - when you are uncomfortable. I think that realizing that

“The key is to just be yourself and be who you are. Don’t try to be who other people are. Find out what excites you and pursue those things.”

this time goes by really quickly and that it's probably one of the hardest but also easiest times that you will have moving forward."

Tim Lawrence: Art Teacher

Where did you go to high school?

"I went to Kingston High School, John A. Coleman High School, and West Anchorage High School." Lawrence explains that Kingston and John A. Coleman High School were in New York and West Anchorage High School was in Alaska. After getting expelled from Kingston, Lawrence attended John A. Coleman High School, which was a Catholic private school. He then moved out to Alaska to live with his sister. He was able to return to Kingston High School to finish his senior year.

What year did you graduate?

1982

What was your favorite subject?

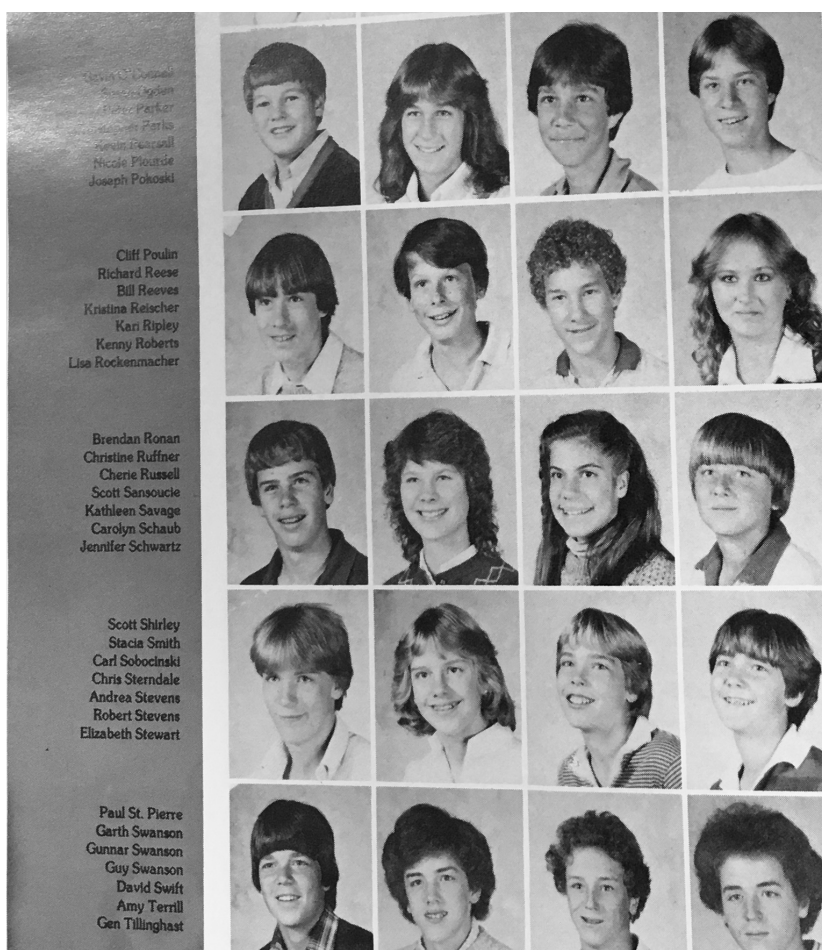
“Uhh...I don’t remember because I wasn’t there much. Science and art were always my two favorites because you couldn’t do art without science, and if you do science really well it becomes an art. What could we do [in art] without science? We couldn’t make oil paints, we couldn’t work on the wheel, we couldn’t fire things. I mean we couldn’t do anything without science. Art relies on it 100%.”

Lawrence also reflects on the time he wasn't in school, "I was out hiking mountains, I was canoeing, I was kayaking, I was fishing, I was doing stuff. They were teaching me abstract stuff and none of that did anything for me. So I left and I was only there a couple days a week. I learned a lot more by hiking mountains than I ever did in school." He adds that he learned about the things he cared about. Lawrence says he went to a school with 3,000 kids and stated that they had to have graduation in a stadium and the school wouldn't have cared if he was at graduation or not.

What advice do you have for kids on how to “survive” high school?

“Realize that four years from now you won’t remember a damn thing about high school. Obviously the decisions you make now have a big impact on what you do later on, but stressing over a test you did poorly on or stressing over something that’s coming up isn’t necessary. You won’t even remember half your teachers’ names. The key is to just be yourself and be who you are. Don’t try to be who other people are. Find out what excites you and pursue those things. I think half the time we pursue things that we think we should be pursuing. People that are true to themselves and follow their personal dreams do so much better in the long run.” **M**

- Lydia Concannon



54 Years of Mouth of the River

Vol. Archives No. 1 Oyster River High School Summer 2017 Durham, New Hampshire Page 1

MOR Archives: A New Era

By Tim Bartos

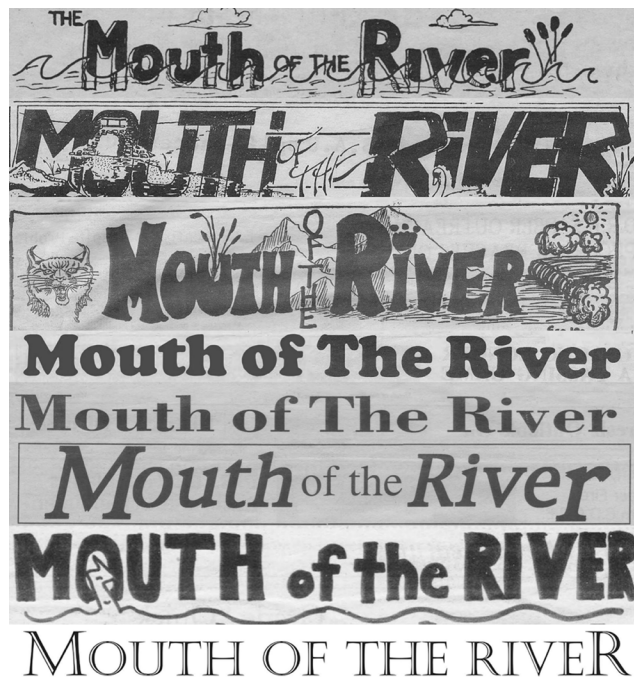
Ever wonder what goes into the history of a 54-year-old student newspaper? Over 170 issues, over 4,500 pages, and nearly 500 MOR authors make up every issue since MOR's debut sometime in 1963. These issues cover countless local, national, and international events and issues, and cover some of the most important parts of the 20th century. If you're looking to check it out, keep reading

The Filing Cabinet

Before I arrived at MOR, the "archives" were best described as an unsuspecting filing cabinet. Within this cabinet, there exists over 170 issues ranging from MOR's debut issue in 1963 to the most recent Issue 3. I'm gonna be honest here: these archives were a mess. For a position that has existed for several years, the digital archives at MOR before my arrival consisted of five scanned PDFs (portable document format), now locked even further away from the public in the secret MOR-exclusive file folder. Wanted to search for an article? Good luck.

This changed quite a bit when I joined the MOR staff, as the head of the MOR archives. While I'm not so keen on waiting for a termite infestation to prompt some haste in scanning the archives, here's the story behind thirty years of MOR history.

While many filing cabinets in ORHS hold well over fifty pounds of "dead tree," there is only one in this school containing documents that are well over sixty years of history. For anyone interested, or anyone looking to destroy the remaining newspapers in an effort to stump my project, this filing cabinet sits in an undisclosed location, only known by members of the MOR team and our supreme overlord, Mr. Kelly.

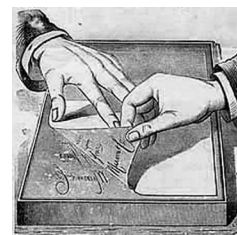


The Prints

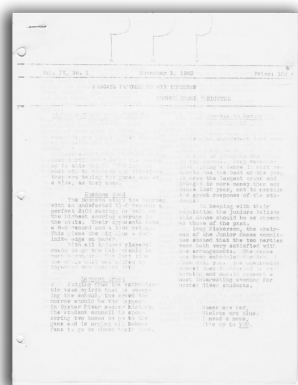
The story of Mouth of the River begins as a club sometime before 1963, dedicated to making a student publication at ORHS. As evidenced by some of the very, very faded remaining copies of the fourth issue, it appears that MOR's early journalists didn't have a clue what to call the newspaper. Yet, with journalistic fervor, issues were published for nearly half a year under the name "???". Of course, MOR's paleolithic ancestors finally made up their mind under the name "Bay Lynx".

These articles, too faded to feature in the MOR Archives, are printed by a method called a "hectograph." In this case, ink is laid on top of a gelatin block, for each page printed. This process, which traditionally yields 100 copies (hence the prefix 'hecto-' meaning one hundred), can be described as labor intensive and low-yield.

To make matters worse, these gelatin blocks, made from animal proteins, can also absorb moisture, becoming a literal breeding ground for deadly mold. If nothing else, fifty-year-old killer fungal spores should scare you into appreciating a digital archive. Yet—disregarding how painstakingly hard it is to print and dry every

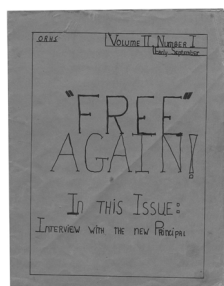


A Hectograph



The Blurry 1st Issue of "???"

page in a newspaper—the Bay Lynx team of 1963 produced an astonishing 11 issues in a single school year, more than any other year at Mouth of the River.



While the title of the newspaper remained the Bay Lynx for at least two years (as our records suggest), one remaining copy exists of a 1974 copy of "Free". This publication, which appears to have no connection to ORHS whatsoever, seems to have no correlation with any other publications to date.

This issue features unique viewpoints on important issues of the time, from contraceptives to abortion, from women's rights to the Black Panthers. Most of the articles are in a rebellious tone, but a lack of any related issues suggests this publication may have been a product of political activists rather than a team of journalists.

The earliest recorded evidence of Mouth of the River is 1981, when the first pieces of the MOR Archives begin to come together. While this issue is certainly not the first under the name Mouth of the River, it remains the first archived issue in the traditional MOR newspaper format.

The Scans

In order to properly "digitize" the MOR Archives, each and every page of an issue must be scanned. This is done in a horribly time-consuming way, by inserting each individual page into a scanner and waiting the 30-second *click* bwee nyeeeeeeeeeeeeeeeeeeee dyeeeeeeeeeeeeeeeeeeee *bwip* *bwip* while Mouth of the River resident scanning machine does its thing.

This process is repeated for every page in an issue, which can contain over 50 pages each. For a single newspaper, the process of scanning, checking, and cropping alone can take over an hour. While digital copies exist for newer issues, this luxury only begins around the 2010 period, leaving me in a figurative 'dark age' to reinvent the wheel.

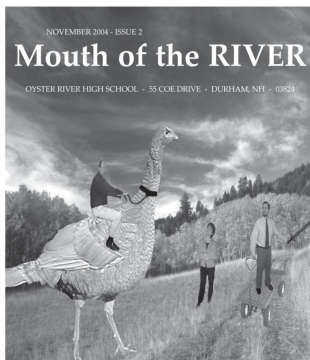
The next step in the process is called OCR, or 'optical character recognition,' a magic technology which allows text in a document to be searched, selected, and copied. While humans might have an easy time identifying what is a letter and what is a crease on the side of a low-quality photo, computers have a much harder time doing so. While the formula for doing so has been perfected over the past years by Adobe Systems, the time required to "OCR" a page still remains around 30-60 seconds. Don't worry, I've already taken the liberty of applying this treatment to each and every MOR issue, and each is fully searchable and readable. Want to copy an entire article, picture and all, and send it to your friend? Ctrl-C and Ctrl-V, my friends!

Case in point, archival work is hard, and someone has to do it. Before I came to MOR, and frankly before I signed up for the 'archivist' position here at Mouth of the River, I expected archival work to be, if nothing else, a breeze. It's pretty obvious my predecessors thought the same, so much that the digital archive consisted of just 5 issues before I joined the MOR team. However, after well over 250 hours spent outside of school, has taught me quite the opposite, that archival work is filling the gap between old technology and new requirements with a boatload of manual labor. The time between obnoxious scanner beeps is easily filled by one of my favorite archival pastimes: reading the news of long, long ago. While I hope you appreciate the hard work that has gone into digitizing 30 years of ORHS history, I think it's best I also share my collection of the great finds from the past. **M**

***click* bwee nyeeeeeeeeeeeeeeeeeeee
dyeeeeeeeeeeeeeeeeeeee**

bwip* *bwip

-Brother MFC-6490CW, Room C221



LOCAL YOUTHS EXPRESS ENJOYMENT FOR RIPE BANANAS



"You have to have a banana every day, gotta get your potassium," says Oyster River High School teacher Lou Mroz, and how right he is. It seems that everyone is going bananas these days. Could it be because bananas are "hip" with the kids these days? Could it be that bananas are a valuable

"You have to have a banana every day, gotta get your potassium," - Lou Mroz

Fun Banana facts! (from around the Web)

-There are more than 500 varieties of banana in the world.

-In 2001, there were more than 300 banana-related accidents in Britain, most involving people slipping on skins.

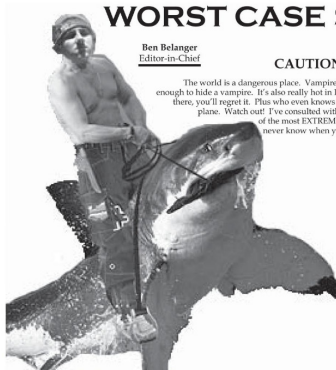
OP/ED Editorial Flying Squirrels Haunt Halls

WORST CASE SCENARIO

Ben Belanger
Editor-in-Chief

CAUTION! SPOILER ALERT!

The world is a dangerous place. Vampires could be lurking in any shadow... that is large enough to hide a vampire. It's also really hot in Las Vegas, and if you ever get accidentally roofied there, you'll regret it. Plus who even knows when 450 snakes are going to show up on your plane. Watch out! I've consulted with the experts to create a guide to survival for some of the most EXTREME SCENARIOS EVER. Read up, because you never know when you'll be in these situations.



How to Defend Yourself Against 450 Snakes:

1. "Don't panic," said Dave, a 30-year snake enthusiast. "It's probably best not to agitate them." According to Dave, what most people don't realize is that snakes are afraid of people, and even with that large a number onboard one plane, unless the passengers went searching, they probably wouldn't see a single snake.
2. If you're an idiot and you get yourself bitten aboard your passenger flight, don't make things worse for yourself. "Never suck the venom out," said Dave. "Leave the wound above the heart." Most snakes aren't venomous - these types of snakes will leave several small bites on the skin. Venomous snakes generally leave behind two bite marks which will turn sigils.

Walking down the halls of Oyster River is generally a safe thing to do. It may take a little more time than you'd like, but I'm sure that very few of us actually fear anything. When deceased animals start flying towards you, you can assume something's up. What joy does one find in killing small furry creatures and strategically placing (or throwing) them around the building? There are many people out there who find some humor in this (not

Want to check out the MOR Archives for yourself? Whether it's for the news or the silliness of years past, use this QR code for an instant ticket to digital issues from 1981 to 2017!



Summer Road Trips

There are few more liberating things than flying down back roads with a car full of friends in the summertime. After months of being cooped up in school or stuck behind giant walls of snow, you might have an insatiable urge to leave town - but to where? Here are some suggestions for trips with spectacular destinations, and even more spectacular driving.

While we may spend most of our time in the Granite State, most of us do not spend our time exploring it. However, maybe we should - New Hampshire is filled with interesting and engaging things to do, you just need to discover them.

Trip #1 is a trip that I would recommend for a sunny day. It will take you on the developed highway north, but will eventually drop you off in the pearl of New Hampshire, the White Mountain National Forest. The first stop along the way is at Flume Gorge - a natural assortment of boulders, caves, and outcroppings, crisscrossed by man-made bridges and trails. Here, you can see the product of millions of years of rock erosion by water, with the river still running through today. I went last summer, and I can tell you that the mist from the water and the cool rocks will feel awesome, not to mention that the sights of nature are pretty cool too (if that's your thing).

If nature is not your forté, don't worry, the next stop on the list might just fit yours. After the trip through the gorge, you may be eager to stop for lunch - Munroe's Family Restaurant in Twin Mountain, NH, will be sure to fill your hungry stomach. Though their restaurant looks to be the size of a woodshed, don't let that dissuade you. Their wings are legendary in the area, and the prices are even more legendary - I ate two full orders for almost the same price that gas cost me for the day (and I get 25 mpg).

Leaving with your fuel gauge on F, you'll start to head east - eventually, you'll come to Diana's baths. One of the more famous natural swimming holes in New Hampshire, Diana's baths are a basin of smooth rocks set along the river. They create natural eddies that you can jump and swim in, as well as a few natural "waterslides," smooth rock faces that slope into the pools. This will be a perfect spot to cool off and finish your day.

Total Travel Time: 4 hours, 31 min

If your mode of transportation and/or wallet are not up to the idea of trip #1, here's another, more reasonable venture that's close to home. Route #2 starts off by heading to Wiswall Dam on Wiswall Rd, right off of Packer's Falls. Here, you can (legally) jump from the bridge to cool off, use a rope swing into the water, swim, walk, and fish. My friends and I have even taken inner tubes and floated down the river for an hour or so - and I would definitely recommend it. Tying our half-inflated, patched up inner tubes to each other, we floated down the river with a fully stocked cooler holding drinks, snacks, and earthworms, and cast off some lines while catching a few rays. The whole trip was smooth sailing until we hit some small rapids and spent the next 15 minutes trying to rescue the contents of a spilled cooler and one friend.

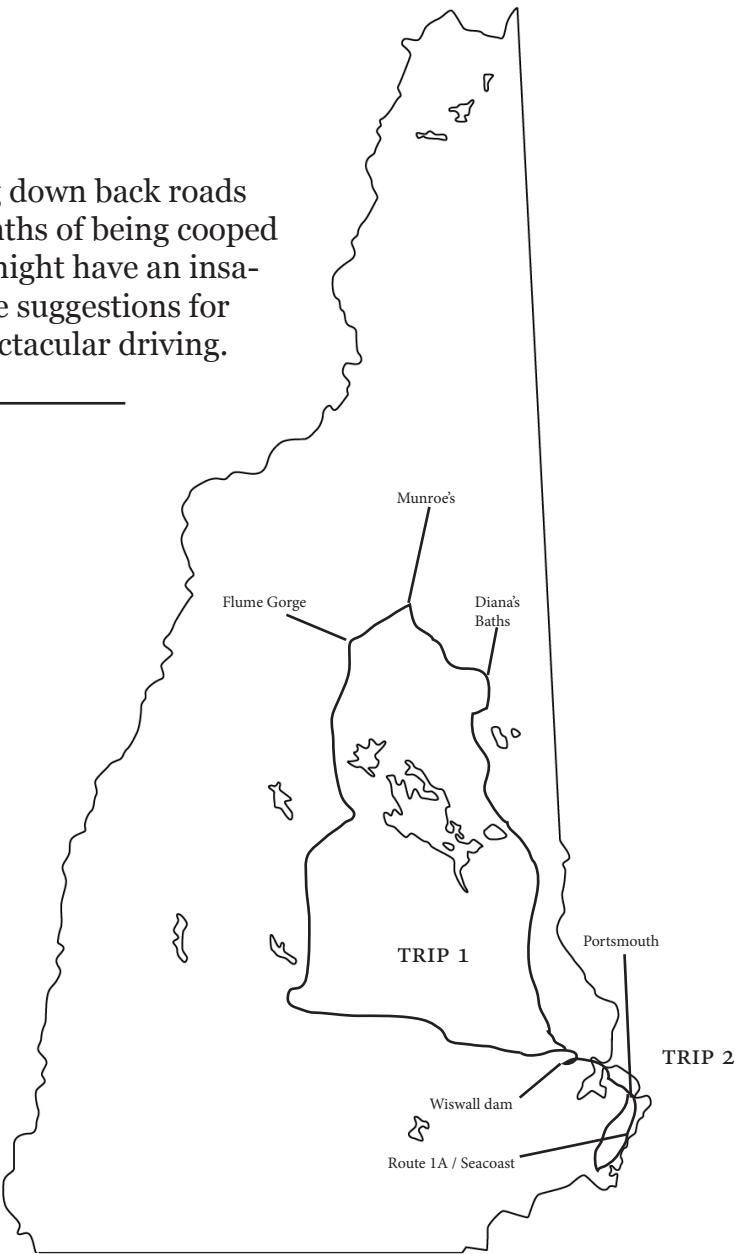
Once you're ready to move on from Wiswall, you can head to Portsmouth for some lunch. There's a huge diversity of places to eat, and some sweet places to shop around. Personally, Dos Amigos is my favorite - you can't beat the tasty flavor of a burrito, and the ease of storage and mobility make it the ultimate meal for a human on the go. Don't finish it for lunch? Wrap it up and stuff it in your pocket for later.*

*disclaimer: do not stuff a burrito in your pocket; you will look like a psychopath

Close to Portsmouth is New Hampshire's famous Route 1A. This road takes you along all 13 miles of the Granite State's seacoast. It's definitely one of my favorite roads to drive on, as the awesome views, sea breeze, and roller coaster-like turns make it impossible to frown. If you and your ragtag crew have made it this far without a sunburn, you should definitely hit a beach or two along the way. Pirate's Cove is a favorite of mine - you can park and pay at Wallis Sands, but in order to avoid the ridiculous crowds at Wallis that usually smell like a salty mixture of low tide, salt and vinegar potato chips, and armpits, hop over the small wall of rocks to the right of the beach. This is considered 'private property', so technically I need to tell you to not go there. So don't. *wink*

Though the sun sets in the opposite direction of the ocean, the beaches still offer a spectacular view of the bright pastels that streak across the sky at the end of the day. If you can snag a paddleboard from a friend or a rental place and head a little ways offshore, you can see it even better. I love to surf or paddleboard in the evenings, as the water is usually very calm, and you can sometimes catch a local fireworks show if it's Friday or Saturday night. **M**

Total Travel Time: 1 hour, 5 minutes



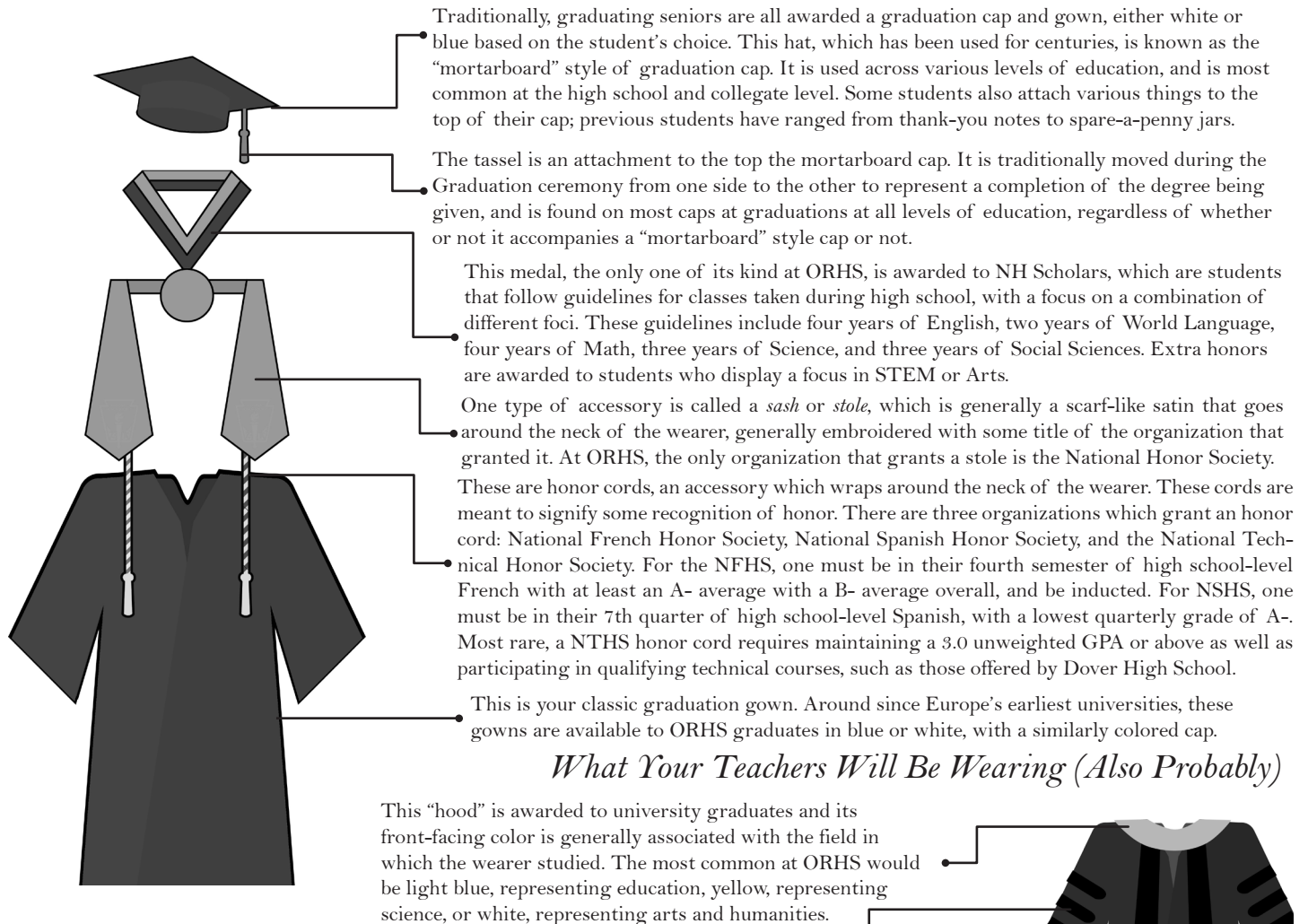
- Thomas Cote

A Guide to Graduation's Bling

By Tim Bartos

As graduation nears ever closer, seniors begin to wrap up their fourth quarter and prepare to graduate. On June 9th, approximately 180 seniors will graduate and receive their high school diplomas. For some underclassmen, the experience of graduation might seem a little daunting, surrounded by excited people in blue, white, and black robes celebrating a small piece of paper. Whether you're graduating sooner or later, this is MOR's guide to the "bling" of this year's graduation, and what each of those represent.

What You'll Be Wearing (Probably)



What Your Teachers Will Be Wearing (Also Probably)

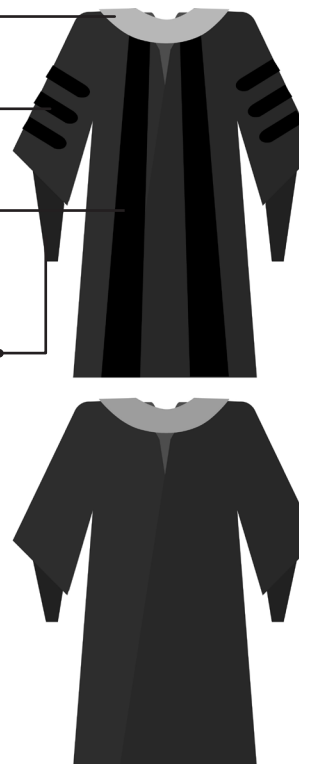
This "hood" is awarded to university graduates and its front-facing color is generally associated with the field in which the wearer studied. The most common at ORHS would be light blue, representing education, yellow, representing science, or white, representing arts and humanities.

These three stripes and two velvet stripes down the gown represent that the wearer has received a Doctorate degree, one of the highest academic degrees in education. This type of gown is fairly rare, as high school teachers more commonly have Bachelor's or Master's in their field, rather than a Doctor's.

The sleeves on gowns generally differ based on the level of degree that the wearer has. The shortest sleeves are those given to someone with a Bachelor's degree. For a Master's, the sleeve is much longer. This allows the distinction of each level of academia: a robe without any attachments or lengthy sleeves is that of a Bachelor's, a robe with longer sleeves is that of a Master's, and a robe without length sleeves but with velvet stripes is that of a Doctor's.

Why the Getup?

At this point in time, academic 'getup' or regalia serves no purpose other than continuing a centuries-old tradition which began in the earliest universities in Europe. For most graduating students, these robes serve as a souvenir of the steps of their education. However, it has not become uncommon for graduation robes to include or disclude certain aspects, such as the tassel, mortarboard cap, or even the robe altogether. In other places, especially at some of the most prestigious universities, have even more symbolic graduation regalia. For most students at ORHS, June 9th will not be the last ceremony with well-respected people running around in funny clothes, or even second-to-last, for that matter. Besides, who doesn't want to dress up and celebrate their last day of school in *something* weird, right? **M**



LEHIGH

YALE

THE HUNTI

"If you tell anyone, I'll kill you"

FLORIDA STATE

Imagine yourself starting the school year off as a freshman at the University of North Carolina Chapel Hill. You're not only excited to be starting afresh, but also because you're at one of the top schools in the nation. All you can dream of is the potential future path this school will take you - great internships, friends, memories. You decide to celebrate your first weekend there with your roommate, for some bonding other than studying of course. You invite all the other girls from your floor and figure out what fraternity you'll go to first. You pre-game, and you're not going to lie to yourself, you're a little tipsy. Before you know it, you're in a mass of students in a crowded basement. The bass shakes your entire body. Soon, he approaches. He sweet talks you, makes you feel like the most beautiful girl. You've never received this much attention before, and he says he wants to show you something so you follow him. He leads you to a bathroom, locks the door, and suddenly you're thrown on the ground and the night dissipates - this is Annie Clark's story, one of the lead inspirers of the award winning documentary, *The Hunting Ground*.

As senior year slowly dissolves from my reality, college is filling its place. I've been dreaming of going to college for all of high school: where I'll be, who I'll meet, etc. Although it's fun to fantasize about how amazing college will be, the real world has its faults, and I thought it would be important to educate myself on what I or those around me could potentially face in the years to come. After watching *The Hunting Ground*, I was shocked at the horrifying examination of campus rape culture, but the worst part was seeing the amount of prestigious campuses that lacked efficient policies on how to deal with sexual assault. The Washington Post-Kaiser Poll (2015) found that 20% of young women who attended college from 2011-2015 were sexually assaulted - that's 1 in 5 women. The reality is that if it doesn't happen to you, it's likely to happen to someone you know.

When discussing the issue of sexual assault, I can't sit here and tell you how to avoid it, because you don't know when or if or how it may affect you. We know that sexual assault exists, and that it happens to many people, but the thought of it happening to you? Well that seems impossible, right? What about your best friend? Still impossible. Look at your four closest friends, and then look at the statistics. You'll find that, if statistics follow, one of you will be sexually assaulted on your college campus by the time you graduate. For many, it happens first semester of freshman year - and these victims are often left helpless by their universities.

"What were you wearing?"

OCCIDENTAL

"No one is going to believe you anyways"

"We both know you don't really mean it when you say no,"

NG GROUND

NOTRE DAME

"Want another drink?"

"Schools are actively and aggressively not wanting to tell the truth about what is going on on their campuses, because the first campuses to do so will be known as the rape campuses," says Danielle Dirks, Occidental College assistant professor of sociology and activist. Schools are constantly trying to maintain their reputation - it's all a business at the end of the day. No school will openly disclose their faults, because simply their main goal is to increase the number of applicants each year. If you told a parent that there was a 20% chance their child would be shot at their college campus, no parent would still send their child there. With sexual assault complaints rapidly increasing, institutions are doing all that they can to prevent these statistics from leaking - which many times means not progressively dealing with the case.

In order to fight sexual assault on college campuses, we need to join together, and look out for each other. Annie Clark kept her story to herself for months into her freshman year, until she met another sexual assault victim, Andrea Pino. Together, they figured out a way to prosecute their schools for not lifting a finger to help them in their cases - Title XI, which forbids sex-based discrimination in education. Together as a team, they have reached out to sexual assault victims from around the country, from schools such as Harvard, Notre Dame, Swarthmore, and several other prestigious schools.

If schools were to get involved in sexual assault cases, they could save many future victims. It's not that all men rape - it's that once someone commits the assault once, they usually become repeat offenders. According to study conducted by Paul M. Miller of Brown University, rapists on average commit 6 different rapes. If one sexual assault complaint goes without administration acting on the perpetrator, there will be more victims.

The statistics send shivers down my spine as I look at the young women surrounding me in the halls of Oyster River High School -what can we do? Can we end sexual assault on college campuses? I encourage the entire body of students at ORHS who are planning on going to college to be educated, and to sign the pledge It's On Us which encompasses four key points: to recognize that non-consensual sex is sexual assault, to identify situations in which sexual assault may occur, to intervene in situations where consent has not or cannot be given, and to create an environment in which sexual assault is unacceptable and survivors are reported. It may not happen to you, but it could very well happen to those around you on college campuses - join the fight. **M**

OREGON

"Stop struggling, you're only hurting yourself"

"You were asking for it"

UNC CHAPEL HILL

-Andrea Staples

Lights Up

What does it take to be a high school actor?

In these past months, thousands of particular high schoolers have been exhausted. They have floated to classes like ghosts in a sleep deprived stupor. As their heads nodded closer to their desks, visions of past rehearsals danced across their eyes. The specific type of high schooler that I'm describing to you may possess one or more of these traits:

1. Can be seen at the school at odd times, most commonly very late at night or very early in the morning.
2. Is addicted to caffeine and is constantly sipping coffee or some other peppy beverage.
3. Can usually be found at lunches or breaks in the band room or office of the school's drama teacher.
4. Loves performing (sometimes to a fault).
5. Obsessed with musicals including (but not limited to) *Spring Awakening*, *RENT*, and *Hamilton*.
6. Has far too many inside jokes, and far too few boundaries.
7. Is constantly at rehearsal.
8. Knows the difference between "Theater" and "Theatre."

By now, you can probably guess what kind of high schooler I'm talking about: the elusive highly visible theatre kid. With the spring musical finally completed, Oyster River's own branch of theatre kids can relax a little more than usual. But what did it take to get there? In the midst of one's busy life, what does it take to be a high school actor?

The average high school student spends hours a night on their homework with the addition of extracurricular activities like theatre, those hours become increasingly difficult to fit into a student's everyday schedule. Balancing academics and theatre is one of the most daunting struggles high school actors face. Putting everything into a production requires sacrifice, and usually that sacrifice comes down to grades or sleep.

"You have to be extremely good at managing your time," said actor, Nick Ryan, ('18) who played the Baker in *Into The Woods*. "It gets really tough when you're in a high

school show because many of your teachers aren't that flexible about your schedule, and a lot of the time you have to choose what to prioritize: homework or the show."

Of the three shows the Oyster River drama department puts on each year, the spring musical is by far the most difficult to put up. The rehearsal process was grueling. Five hour blocks for scene work, music, dancing or a combination of each were held four to five times a week (plus extra on weekends). *Into The Woods*, a notoriously difficult show, features a huge variety of extremely complex characters and musical numbers.

"[The rehearsal process] takes dedication outside of normal practices. Putting up a show is not just going up on a stage and doing your lines," said actor, Kristin Short, ('17) who played Jack's mother. "You have to practice for hours and find meaning in everything you're saying. You have to really study your character."

High school theatre is a unique experience. Regardless of whether you want to go into theatre professionally or not, there aren't many places you can go solely to focus on your art and be with people you enjoy working with, while not having to worry about getting paid. For many, being involved in theatre in high school is an opportunity to collaboratively create art in a nurturing and supportive environment that can't be found anywhere else. Alanna Bagdon, an Oyster River alumna and sophomore at Hofstra University, who is majoring in acting, found her niche in the drama department.

"It was really about having something that I felt strongly about. For me, high school was sort of a take it or leave it situation, and a lot of it really sucked. Having something that made the time feel meaningful, something important to me that made high school less painful and more like a place I actually wanted to be really

meant a lot to me. It definitely played into my decision to pursue theatre in college and professionally."

Acting is about empathy. Reading people's stories, studying the characters and putting yourself in their shoes to play them honestly is the foundation of the artform. Acting is a chance for someone to transcend themselves and become another in a way that affects an audience. Personally, there is nothing in the world I love more.

It takes a lot to be an actor in high school. Late nights and long days are only scratching the surface of what cast members have to put in to put on a show, let alone make that show worthy of applause. If you think this sounds like it's too much for you, don't be fooled. Not a minute of it feels like work. Ask anyone you know who's ever been in a show,

They'll tell you it's more than worth it.

- Lily Mangan

I'm in college...kinda

As of yet, no one has figured out that I am still in high school. There have certainly been close calls, other students asking what other classes I take or what dorm I live in, but for the most part the facade stands with little effort. And that's how I like it.

It allows me to have the most authentic college experience without, well, being in college.



The CATS program allows high school students to take courses at the University of New Hampshire. CATS stands for Challenging Academically Talented Students, an acronym whose meaning was definitely thought of after coming up with the acronym. This program is not just for brainiacs, any junior or senior at ORHS can get the tuition waived for one class a semester. I have been a CATS student for three semesters, taking one class last summer, and two during the fall and spring. This is an excellent opportunity to gain experience outside of the walls of the high school and should be utilized by more students.

Despite it being college, not all classes are overtly difficult. Take "The New Pirates of the Caribbean," for instance, which I took last summer. The syllabus described a course that focused on the cultural impact that Americans had on the Caribbean and how tourism gravely impacted its islands. The actual class was a dash of that and a pour of the professor telling stories about his boozy times in the Caribbean.

CATS also serves as a great way to knock out gen-eds, most of which are grueling and not very interesting. Taking one of them at a time is much better than talking four as you would in a normal semester. I've knocked out ENG401, BIO412, and PSYC401, which you need for pretty much every degree. Some of the classes are simple, yet time consuming. My BIO412 teacher was a man who seemed old enough to witness some of the species he was talking about first hand. His tests were easy, as he hadn't changed the tests in years.

With the tuition waiver, one of these classes cost a mere 59 dollars as opposed to the estimated 3,600 dollars you would spend to take the class during a regular semester. You can pay out of pocket for an additional class, but still at a reduced rate. As an accredited state university, credits will transfer to most colleges and programs. It is suggestible to get started on your application a month before classes start, as the admission office can be pain to deal with. But you can apply up until classes start.

The social aspect of taking college classes is also a tremendous benefit. Most of my classes were comprised of freshmen, who are always willing to make friends. For pretty much every class, I made at least one friend that I stay in touch even after the course has ended. This is especially advantageous as I will be attending UNH next year, so I will already have people I know I can hang with. Even if you choose to go somewhere else, gaining knowledge of the social vibes of college can only benefit you. Going from being probably the oldest student at one institution to being one of the youngest, you learn to interact with people older than yourself. I feel as this has helped me to mature socially.

As for the actual workload, sometimes it gets pretty intense. Professors will just casually drop a 8-page paper or a six chapter reading assignment on your lap. This has led me to have to prioritize and organize my time. There have been days where I have to miss ORHS classes to write a paper or stay inside on a gorgeous



day to study. Even so, lately with my senioritis flaring up, I've had work binges where I have to spend the entire day finishing a paper, just to turn it in minutes before the online submission deadline. I've gotten good at typing papers in an hour or so before that 11:59 submission deadline, a skill that is beneficial to refine (this is not one of those said papers).

Taking a university class is better than an AP course. With an Advanced Placement class, your credit is earned through a standardized test and as such the class teaches for the test. All of the assignments you do in the class are for high school credit. Meanwhile in a college class, everything you do is for credit, there are grades for just showing up to class or writing simple page papers. There is more material that goes into that credit, than simply a test. It often seems to me that AP classes take on too much material too fast, as there is no way of knowing what's going to be on this year's test. Meanwhile a syllabus gives you a clear directive to what you should know and what you should study for a test.

The way that college classes are scheduled, you will have a lot of free periods (I have 4). Class for me is Tuesday, Thursday, and Friday, so the other two days I can sleep in and then leave at 1:40. In addition, classes end in December, so no classes in January, and then you get out in early May. For a graduating senior, it leaves me with an easy last month of high school.

The CATs program has done a lot to help me refine skills that I will utilize in college as well as explore advanced topics that intrigue me. If you're considering taking an AP class or a filler course, I think you should instead take a course at UNH. It served as a great opportunity to get out of the high school, and earn college credit. I now know what to expect next year when I go to college, and I'm excited. **M**

- Dillon Mulhern

Zach and Spencer's Pizza Adventure

The simple quest to find the area's best of the best, and worst of the worst.

PIZZA RANKINGS

- 1 Pizza Hut
- 2 Suppa's Pizza & Subs
- 3 Flatbread Company
- 4 La Festa
- 5 Panzanella's
- 6 DHOP
- 7 Village Pizza
- 8 Domino's
- 9 Geppetto's
- 10 Pizza Spinners
- 11 Joe's New York Pizza
- 12 Papa Jay's
- 13 Papa John's
- 14 Wildcat Pizza
- 15 Weeksie's

THE PROCESS

Pizza plays an immense role in the lives of billions across the world, and can provide people with overwhelming emotion in all sorts of ways. This incredible food inspired us to take a journey, with the simple goal of finding the best tasting pizza that can be found in the area. In total, we visited fifteen local pizza-specific restaurants, and used our self-developed weighted rating system to mathematically formulate the level of pizza taste. Our objective was to discover purely the greatest tasting pizza, and factors as such as speed of delivery/service, size of pizza, and restaurant visual appeal were not included in the ratings. In every scenario, we ordered a 'regular cheese pizza' either over the phone or at the restaurant itself, performed the necessary tests, and ate exactly one full slice before marking the various grades we believed each characteristic of the pizza deserved. Our grading system included the following:

The maximum overall score a pizza could receive was 100 points.

The "Pizza Rating" score was worth a maximum of 55 points. This represented a numerical value summarizing our opinion of the taste of the pizza's most important qualities: the cheese/sauce/special seasoning combination. As with the entirety of these ratings, this was 100% preference of how we felt the fundamental aspects of the pizza tasted through the act of chewing and all other parts of the eating endeavor.

The "Crust Rating" was worth up to 20 points. We agreed that the crust's impact on the average pizza eating experience could be roughly estimated at 20%, and therefore this numerical value was attributed. This rating consisted of the pleasure or displeasure with the factors of crust such as: thickness in relation to other ingredients, texture, seasoning, chew-to-crunch ratio, and overall taste.

The "Grease Test" and "Cheese Test" each earned themselves a 10 point slot within our ranking system. We felt that these two tests greatly represented a number of aspects about the pizza that contribute to its overall taste but can be differentiated from the "Pizza Rating." The "Grease Test" involves dabbing a napkin lightly on the pizza, and then examining the napkin to visualize the amount of grease each slice contains. A piece with too little or too much grease would not receive the full 10 points that its category held. As for the "Cheese Test," each pizza slice was held at a 45° angle for 15 seconds. This gave us a strong representation of the ever so important mesh of crust/cheese combination. If the cheese on the pizza showed no movement at all, or too much movement (specifically to the point of falling off), it was deemed too stiff or loose and would therefore not receive its maximum of 10 points. No variables were changed from test to test.

We believe that visual appeal has an impact on the taste of the pizza due to its impact on non-pre-existing emotions related to the pizza, so we gave it a 5 point slot. For example, if a pizza looked extremely unappealing and had ants crawling on it, this would force the consumer - in this case the two of us - to eat it with fear of sickness, overall disgust, and pity on themselves for wasting their money when they could have just gotten "Fresh Hot Pizza" from the slow-spinning racks on the counter inside of CampCo for a fraction of the price.

It must also be noted that in no way did health benefits, economic benefits, or social benefits play a role in these rankings. Keep in mind, this was not a journey to find the best valued pizza, this was a journey to find the best tasting pizza.

THE JOURNEY

Before we begin our tale, we must first give you a serious warning. Don't try this at home. The amount of pizza Zach and I ate for this article was beyond excessive. At the height of our crusade, we visited five different pizza establishments in a twenty-four-hour period, eating as much as half of a large pizza at each. That is a disgusting amount of pizza. In fact, as I am writing this very disclaimer, I am just a few hours removed from that binge. I currently feel like Pizza the Hutt from Spaceballs. My blood has been replaced with tomato sauce and my sweat has been replaced by pizza grease. And don't even get me started on the bowel movements. After our last pizza review, I proceeded to go home, spend 45 minutes in the bathroom, then fall asleep on my couch for two hours. I now have to cover my eyes every time I see a pizza, it makes me feel uneasy just typing the "p" word. Pizza is a delicious food that should be consumed in moderation. Eating copious amounts of pizza could lead to a feeling of extreme grubbiness, and maybe even death. You have been warned.

Domino's: 67

The first stop on our quest was Domino's in Durham. Just a few years ago, the store was a simple counter with a small waiting area, there wasn't even a table for customers to eat. After a recent renovation, however, the pizza-consuming facilities are up-to-par. Zach and I sat down at one of the many comfortable red booths at Domino's and began our careful evaluation. We had ordered our pizza prior to our arrival through the Domino's app, which is the optimal way to order pizza while minimizing human contact. I'm pretty sure it is possible to go from sitting on your couch to having a pizza on your lap without verbally interacting with another life form.

Before we delve into the details, let me first say that rating Domino's pizza is a highly dangerous endeavor. It is arguably the most popular pizza among Oyster River High School students, due to its low price, option of delivery, and distinct flavor. Domino's pizza is something that people either love, or hate. As stated in the introduction, we are simply evaluating the taste of the pizza. Price, reputation, and nutritional value play no part in our rating.

Our overall rating of Domino's pizza was a 67, which is slightly above average. Zach and I both agreed that all past pizza experiences had to be forgotten in our ratings for this article. This was especially hard for Domino's, because, while I may be impartial to some of the pizza restaurants we ranked, I am currently eligible for a free pizza at Domino's, and am well on my way to earning another one. Domino's received high marks for their well-seasoned crust, and their nearly perfect grease level on the pizza. They scored poorly in the cheese test category, because it was impossible to get any movement in the cheese, and in the overall taste category, the pizza had a synthetic flavor that doesn't hold up against its brick-oven competitors. Domino's is a great way to consume delicious calories in a hungry pinch, but the pizza connoisseur should look elsewhere for a gourmet pie.

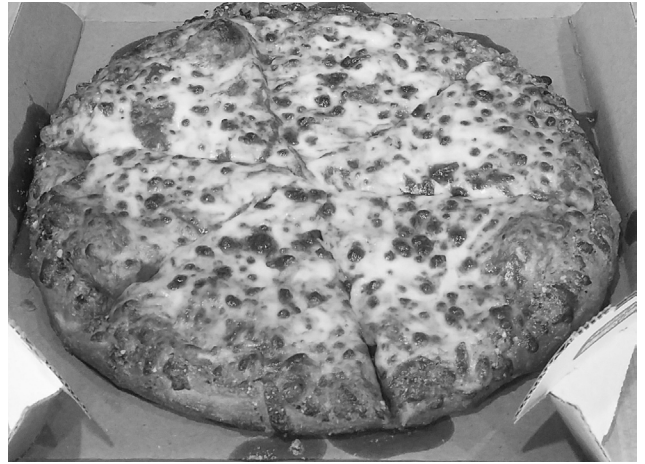
- Spencer



Papa John's sub-par pie. Notice the nasty pepper.

Durham House of Pizza: 68

The next place our journey took us was Durham House of Pizza. After finishing our evaluation of Domino's we vigorously washed out our mouths to cleanse our palettes, and made our way up to Main Street in Durham. Like Domino's, DHOP recently changed their interior look, however their classic high top seating and mirrored wall remains. Plus, they have open access to



Domino's quick and easy fan favorite.

Taco Mano if you have any weird friends who don't like pizza. Zach and I sat down on the barstools looking out at Main Street, and then ordered our slices. Fortunately for our wallets, we used a Bobcat Card and got two slices for the price of one, bringing our total to a measly two dollars, a complete steal.

When it comes to Durham House of Pizza, there are two major schools of thought as to how it should be consumed. DHOP is notorious for having a large amount of grease on their pizza. Some have no problem with this, and eat the pizza as normal, but others, like myself, cannot handle the grease. Typically, people like me use a napkin to remove the excess grease, this method could be called "dabbing," however Cam Newton and his endzone dances have forever changed the meaning of the word "dab." For this article, the use of my trusty napkin was outlawed, so I had to man-up and take on the grease.

Durham House of Pizza received a score of 68. While the rating may be similar to Domino's, the two could not be more different. DHOP pizza has a classic "authentic" look and taste that received high marks in the visual appeal and pizza rating categories. However, their trademark greasiness and bland crust caused low scores in the crust rating and grease test categories. DHOP pizza is great to pick up for only a couple bucks at lunch, but it just doesn't quite have what it takes to earn a spot among the seacoast area's elite.

- Spencer

Wildcat Pizza: 47

We walked into Wildcat early in the process, with a youthful exuberance and great pride in the fluidity of how our journey was going. From the moment our feet hit the carpeted rug, we had the feeling things would be rough. The one positive from the experience was that the Cheese and Grease tests were nearly within the elite category, and despite the less-mediocre visual appeal, this gave us a sliver of initial hope...which quickly was swept aside after the first bite. It was not good. It tasted like it had been sitting around for a while, despite being recently made. It was simply boring, a bit sad, dry, and cardboardy. Was it absolutely atrocious? No, it was still pizza. But would we recommend it? Absolutely not. Overall, Wildcat provides an unseasoned, bland pizza with little flavor, which seems to be made without any emotion or happiness. For us, this is not in any way a go-to spot.

- Zach

Papa John's: 54

The next gladiator entering the colosseum of pizza was Papa John's in Durham. I would be lying if I said I did not have some preconceived opinions about this establishment. As I entered the restaurant, a wave of memories of pizzas consumed long ago washed over me. After a hard-fought mental bat

tle, I managed to prevent them from clouding my judgement, however the moment my teeth sunk into my slice I realized my initial beliefs were correct. Papa John's pizza sucks. The sauce tastes like ketchup, the cheese to bread ratio is horribly unbalanced, and for some reason they include a jalapeno pepper in the pizza box.

Papa John's is a publicly traded, multi-billion dollar company (If you're interested in owning a slice, their NASDAQ symbol is PZZA). They likely use some kind of 3-D printing mass production mechanism to produce their putrid pies. While they may pay highly respected spokesmen such as Peyton Manning and JJ Watt to distract from their sub-par product, Zach and I were not fooled by Mr. John's smoke and mirrors. Papa John's received a score of 53. If you're thinking about ordering from them, simply squirt some ketchup onto a slice of bread and sprinkle shredded cheese on top. It will taste the same.

- Spencer

Village Pizza: 68

Has anybody really ever been to Village Pizza? From since I can remember, I've always imagined the inside of this little red box next as a deserted open space or a dusty shack with skeletons hiding inside of dust-covered chests, just because I don't think I've ever seen anybody go in or out of there.

I can now assure that Village is an actual up and running restaurant, which even includes a few high top seats and a couple wooden tables. It does seem a little lost in time though, as it features posters along the walls that show pictures of UNH teams from primarily 2004 to 2006, and even a few newspapers. Despite this, the pizza seemed surprisingly fresh, while still having the feel of a more old-school type of meal to match the place's classic vibe.

All in all, it was surprisingly quite enjoyable, and led by an outstanding cheese test and strong, thick cheese. The previously unknown Village Pizza impressively managed to spring it's way to the level of Domino's and DHOP.

La Festa: 83

Our next stop, La Festa, comes in as a heavy-weight. Everyone and their mother knows that La Festa serves up some of the Seacoast's finest slices. While I'm always excited for pizza, going to La Festa is special. Zach and I sat down with our pie and the moment I stared that pizza in its cheesy eyes it felt like reuniting with a long lost friend.

I bit into the slice and, as usual, was filled with pure delight. La Festa pizza has an ability to evoke emotions that is rivaled by few. The cheese and dough had excellent flavor and the crust was simple but elegant. However, I did not feel as if I had

found the messiah of pizza. La Festa is delicious, but it is not the divine dish sent down to save humanity that we were seeking. It should also be noted that La Festa's garlic and cinnamon knots when combined with the pizza form a formidable duo that makes a quality, well rounded meal. Who doesn't want more bread to accompany bread with cheese on it? Salad-eating psychopaths, that's who. Overall, La Festa showed that its reputation is accurate. It is a great place to pick up some delicious slices with friends or family, and it earned an impressive 83 on our scale.

- Spencer

Suppa's Pizza & Subs: 86

Spencer and I were still looking for the first member of the decorated '85+ Club,' and the next stop on our list was Suppa's Pizza and Subs. The next day, we hit the streets of Dover, and covered in the rain that was falling that day, schlepped

za, as the entire eating experience was truly exceptional. A nearly perfect mesh and weight of cheese and sauce, perfectly placed upon a delicious and incredibly balanced crust. Though I was still uncomfortable and may have had a pit sweat due to the unforeseen heat within the restaurant, my mouth comfort and mental well-being were in an exceptional state. When averaging our weighted ratings, I was surprised that the number wasn't above 90, like Suppa's thermometer was. The rain proved to be a nice cooling off as we walked out of our new highest-rated spot, knowing we had just found a spot of sunshine within the heavy clouds.

- Zach

Weeksie's: 31

It's a good thing that I am writing this review instead of Spencer because we both agreed at the beginning of the journey that we wanted to keep our piece of journalism at least somewhat ethical and clean of foul language. We also wanted to avoid either of us facing disciplinary action because of bad words. We were disgusted with Weeksie's. It is hard to find a place to begin with how appalling this so-called 'pizza' was. This was the first pizza ever that either of us tried and didn't want to keep eating, and for anyone that loves this amazing food as much as we do, we can truly tell you that this feeling is indeed possible. It must just be coincidental that the restaurant is right next to the Dover train station, because this pizza tasted like a piece of coal with cheese on it. The crust was stiff, the cheese and sauce were weak and non-existent, and the looks of the pizza were extremely unappealing. It's a good thing the restaurant had an accessible bathroom with no waiting line at the time, because both Spencer and I felt sick to our stomach from the emotional and physical impacts of the pizza after forcing ourselves to finish the slices we purchased with our hard-earned money. Unless you have some strange addiction

with wanting to eat bad foods, we would recommend avoiding Weeksie's for pizza.

- Zach

Papa Jay's: 55

We headed over to Papa Jay's after managing to swallow that stuff from Weeksie's, so we knew heading in that however bad it was, there was no way it would be the worst pizza of the day. Despite a heavy shower of rain pouring down, the staff at Papa Jay's decided to leave the door to their closet-sized restaurant open, which made the eating conditions a bit wet and uncomfortable. We decided to bring our test to the car, where we suspiciously conducted our procedure hidden in the back of a small parking lot with the rain making



Pizza Hut pizza. Behold your champion.

- Zach

our way into Suppa's for a casual midweek lunch. The first thing I noticed about the small restaurant was that it was surprisingly hot, and I found myself with a light sweat as we opened the box and prepared our eyes for the visual test. It passed with an A. An outstanding, classic looking pizza with an attractive seasoned crust and thick cheese. The grease proved to be a bit overwhelming for the napkin, which forced us to mark it down in that category, but the other test all but made up for it as the cheese showed a perfect amount of movement when held at the 45 degrees.

The most important aspects of the ratings proved to be the most satisfying for Suppa's piz-



The only living creatures who love pizza more than us

it difficult to see anything outside. In the end, we came to the conclusion that Papa Jay's pizza was simple and average, nothing special but an overall decent 'za.

- Zach

Pizza Hut: 91

Yes, you read that correctly, Pizza Hut received a 91 on our scale, the highest of any pizza establishment. No, we are not sponsored by Pizza Hut, although if Pizza Hut is reading this right now, we are very interested. Zach and I entered the hut, and were surprised as we were shown to a table and waited on. Another unique feature of Pizza Hut is their buffets. However, no matter how weird the business model, our rankings are all about one thing only: the pizza. And let me tell you, Pizza Hut knows how to make a damn good pie.

The pizza was served to us in a cast iron dish, which immediately indicated that we were in for some deep-fried deliciousness. As soon as I took a bite of the thick, cake-like pizza, I realized I was holding a king. Words cannot properly capture the precious moments as Zach and I devoured our pie. There is not a thing I would change about Pizza Hut's pizza. The crust has a perfect texture and season and has had a successful solo-career in the form of Pizza Hut's iconic bread sticks. The sauce to cheese to bread ratio is spot-on. Everything about this pizza is elite.

However, while Pizza Hut may seem perfect on the surface, it has some skeletons in the closet. There is no feeling like the post-Pizza Hut feeling. Upon entering the red-roofed pizza facilities, it is imperative that you scope out the nearest bathroom and fastest possible route to the bathroom. You probably want to keep your schedule clear for a minimum of thirty minutes. Our ranking system will show you that the post-consumption feeling plays no part in our rating. Overall, Pizza Hut is the place to go if you are looking for an amazingly delicious party in your mouth, just be ready to clean up afterwards.

- Spencer

Flatbread Company: 85

The Flatbread Company is known for their unique and delicious Flatbread pizzas. Zach and I entered the giant restaurant and sat down with our pie. Upon opening the box, we noticed the pizza was cut into strips instead of slices, a twist that plays into Flatbread's hipster vibe.

Our overall rating of Flatbread was an 85, which

puts it among our top pizza establishments. The pizza was thin, but a lot was packed into that fraction of an inch. It was well seasoned, and the crust was nothing short of excellent. Flatbread makes a deliciously different pizza. If you are in the Portsmouth area, you should know that Flatbread is the pizza king of that realm, however it was not our overall champion as some may have expected.

- Spencer

Joe's New York Pizza: 56

Our next stop was Joe's New York Pizza in Portsmouth. We walked about twenty feet down the street from Flatbread, and entered the NYC themed restaurant. Zach and I ordered our slices and took seat on the barstools facing the road.

Upon taking a glance at this pizza, Zach and I both immediately knew that it was nothing special. The slice looked dry and was not properly cheesed over. I bit into the pizza, and there isn't much to say about it. Joe's New York Pizza is mediocre at best. It should be noted that our peaceful meal was interrupted by an employee mopping the floor underneath our stools. Zach and I were both offended. It was as if the employee was saying, "get out of my store, you worthless pieces of trash," or, "I hope you slip on these wet floors because I heard you say the pizza was mediocre." Joe's New York Pizza is nothing special. It received a 56 on our scale. Walk the extra twenty feet for Flatbread. But if you do decide to buy slices from Joe's, watch out for malicious employees.

- Spencer

Panzanella's: 80

We ventured over to Newmarket on the final day of our this historic pizza journey. We have prided ourself on giving extremely genuine and honest opinions on all the aspects covered in our opening explanation of the plan of this article. I'll continue this trend of honesty by simply saying that we felt like crap at this point. We were pizza'd-out, an extremely rare, unusual feeling where pizza pies don't provoke the happiness and unique emotion that they usually do. Nonetheless, we were locked in on completing our goal of eating fifteen different local pizzas, and managed to draw ourselves back to the moderate physical and emotional state needed to rate pizzas with the correct expertise.

Panzanella's was actually really solid. For those of you who are accustomed to roaming the streets of Newmarket, you may already know this. For a place that is very rarely mentioned within the halls of ORHS, we were pleasantly surprised with Panzanella's pizza. The highlights of this pie for me was the outstandly weighted crust, which I ranked as the second best of all the places we went, behind the crust of the legendary Pizza Hut. The pizza also had a light seasoning with some sort of herb that added a nice je ne sais quoi. Although Spencer wasn't as big of a fan of Panzanella's pizza as I was, we both agreed that the meal here was worthwhile and a good option for anyone around the Newmarket area.

- Zach

Geppetto's: 59

The highlight of Geppetto's for me was playing the nifty Wizard of Oz themed pinball game that hides in the back corner of the restaurant, which was well worth the \$1 fee I paid to give it a go. The pizza, on the other hand, didn't quite invoke the

same positivity. It had an extremely strong taste, something that you don't really see coming and then hits you harder than a blind side tackle from a 300 pound defensive lineman. For some pizzas, strong flavors like this may be a good thing, but for Geppetto's the taste wasn't too great and confused us as to how we should react to this explosive, yet mediocre flavoring. After much talk and analysis of this scenario, we decided that because the strong flavor didn't really have a positive or negative impact on the taste of our slices, that we would just mark it around a 5, as it was neither good nor bad. So long story short, Geppetto's is pretty average pizza, not anything you'll have to worry about hating but also not likely to rank high on any list of local favorites.

- Zach

Pizza Spinners: 58

The final stop on our journey was Pizza Spinners in Lee. At this point, our pizza hangovers were at their worst. I gagged at just the thought of eating more pizza, but I remembered that these rankings are bigger than me, took a cold shower, and was ready to go.

Despite our best efforts, Zach and I were feeling



How we felt after our journey was complete

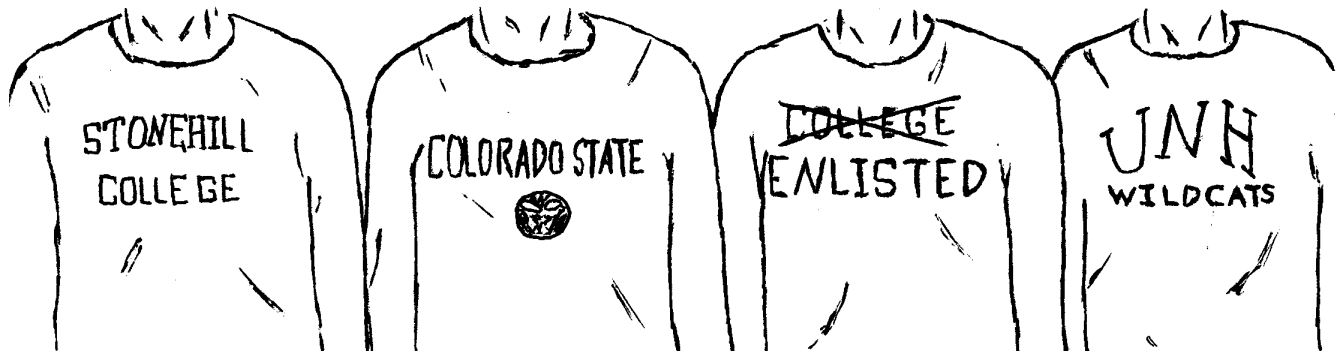
absolutely horrible at this point. We were hoping to find the greatest pizza of all time to revitalize our love for this food, but as soon as we looked at our pizza, we knew we were in for another mediocre pie. The entire pizza was one of the most average things to ever enter my facial cavity. After all the hours of rankings, Zach and I both looked at each other, simultaneously said "58," and promptly left the building to begin our weeks of recovery.

- Spencer

Spencer and I went through some major highs and lows during our adventure. We learned a lot about the food industry, ourselves, our bodies, and most importantly, pizza. We sincerely hope that you enjoyed reading about our experience and opinions on the numerous pizza options this area has to offer, and hopefully our hard work throughout this journey can have an impact on your decision-making the next time you decide you want to order this wonderful food. **M**

We thank you for taking a look at our article, and if you would like more information about our overall experiences or specific details about these pizzas, don't hesitate to contact us (zleichtman18@sau5.org, sclark17@sau5.org). We would also like to thank Mr. Kelly for his supervision and cooperation throughout the making of this article, and our fellow MOR staff members for their support.

-Zach Leichtman and Spencer Clark



As spring approaches and the school year comes to an end, so too are decision deadlines for myself and other students regarding life after Oyster River. It seems like every day teachers, peers, and parents ask me what they are, and the answer is not usually what they expect. I've decided not to go to college directly after high school, and instead have chosen to enlist in the Navy. While most that I talk to are overwhelmingly supportive and understanding about my plans, this decision has also earned me some odd responses from friends, fellow students, and parents - some pity me because they jump to the conclusion that I was either too dumb or could not afford college; others go on the offensive and tell me how I'll just be a pawn killing babies for an orange dictator. Why is it such a bad idea, in these people's eyes, to join the military, and what reason do I have to reject their ideas?

Specialist Christopher Rouleau, an active duty US Army Cavalry Scout and an alum of Oyster River, has been serving in the Army for three years now. Rouleau enlisted in order to see the world and fight for those in need. "I'll go to war for a complete stranger, as long as I know it's for a better cause." Rouleau also puts great faith in the Constitution, and he says that he would like to fight for others' rights as Americans.

Rouleau had an interest in the military since an early age, so it was no big surprise to his parents when they found out that he had decided

to enlist his senior year of high school. However, they didn't know he wanted to be a Cavalry Scout right away. "When I told my mom I wanted to be a scout, that freaked her out a little." Cavalry Scouts are often deployed to conflict-ridden areas, and are occasionally tasked with doing reconnaissance in areas of unknown danger. "Being overseas really had her on edge, but I'd call her and everyone else in my family when I had the chance to let them know I was ok."

Rouleau loves his job so far - he's even decided to enlist for four more years after his current enlistment (typically being 4 years) expires in 2018. "Currently, I'm stationed at Fort Hood, Texas. I reenlisted for four more years, and I'll be stationed at Hawaii for three of those. I couldn't be more excited."

Gabe Pierce, another Oyster River alum and a member of the US Navy, joined because he wanted to serve his country, and college plans were not working out at the end of his senior year. He is currently an electronics technician aboard a ship traveling around the world - he talked to me from a hotel room in Scotland, where his ship was stopped for a few days. Pierce says that his time in the Navy has taught him valuable skills that he can use later on in life, the most important of which being time management. "The submarine community is especially is constrained on time... We have to adhere to strict procedural

"You learn more life skills than you ever could in a classroom for four years."

compliance, and understand concepts and theory that will be applied to activities that you partake in." Pierce definitely thinks that he can use these time management skills in college or in a career outside the Navy, or even just in everyday life. Rouleau agrees with Pierce, but adds, "being in the military in general, you learn more life skills than someone who is in a classroom for four years." These life skills include dealing with authority, being away from home for long periods of time, and being a responsible member of a team who does their share of the work.

However, both agree that there are some things that take time to get used to as well. "[The military] is not a cake walk. It definitely requires self application and getting outside of your comfort zone. The job is

definitely diverse and I do get to go to cool places, but it doesn't come without hard work," says Pierce.

Rouleau states, "the only bad experiences are when you're not motivated to do anything. If you keep your head up and push through, you'll have no problem though. In some cases after sitting in the desert for weeks straight, no showers, hot days and minimal food it gets sucky. But sucky days make great memories, and you have a bunch of your best friends that will suffer through it with you."

Both men think college is a must, and are taking some required classes online while serving in order to get ahead of the curve.

In all, the military has been a positive experience for both: teaching valuable life lessons and maturity. For anyone thinking about joining the military, Pierce offers advice: "stick with it - there will be hard times, but be open to change, and it'll make a better man or woman out of you."

The military may not be for everybody, but for those who feel a desire to face a challenge, serve their country, travel the world, or simply learn and grow as a person, it can be a great option. Everybody has different reasons for joining, and no single one is the best - I have my own personal reasons, just as Rouleau, Pierce, and the other 1.4 million people who currently serve had theirs. What matters is that we all feel that we are doing something meaningful in the world around us, and that we strive to make a difference in the lives of others for the better. I don't know what I want to do when I grow up, but before I start a career in whatever it is, I'd like to give back to the country that's given me so much while I still can. **M**

- Thomas Cote

Everyone's a ~~Winner~~ Whiner



For as long as I can remember, sports have been a passion of mine. I still can't put my finger on what exactly it is that I love about sports; maybe it's the competition, the thrill of winning, or the ability to bring people together. Despite my love of all things athletics, I now only compete in one sport. However, it wasn't always that way. I went through baseball, hockey, basketball, football, soccer, tennis, and lacrosse before discovering that golf was the game for me. While the particular sport I was playing was always changing, there was one constant in my journey through youth athletics: the participation trophy.

I have collected dozens of trophies that congratulate me for trying, for being present. I didn't win anything to earn these awards, they were simply given to me as if they were party favors. These trophies now collect dust under my bed or stuffed away in a closet. Why? Because a trophy doesn't mean anything unless it was earned. An award is a symbol of victory. It provokes memories of that elusive thrill and pride that only winning can bring.

Participation trophies are causing a phenomenon that is a basic principle of supply and demand. The more trophies you hand out, the less valuable they become. If everyone receives a trophy, the exceptional players and teams aren't able to stand out as much as they should.

The real consequences of participation trophies are much larger than athletics. Youth sports are important to our society because they are a way for children to learn the important values of all sports: honesty, integrity, dedication, the list goes on and on. However, participation trophies create an "everyone's a winner" mentality that hurts our society in the long run. In 2015, James Harrison, an all-pro NFL linebacker for the Pittsburgh Steelers, announced he would be sending back the trophies his two sons received "for nothing." Harrison stated that he was proud of his boys but that, "I'm not about to raise two boys to be men by making them believe that they are entitled to something just because they tried their best."

The idea behind participation trophies is that they make children feel good about themselves. They boost their self esteem making them more willing to challenge themselves. However, in an interview with CNN, Ashley Merryman, co-author of *Top Dog: The Science of Winning and Losing* says that there is 20 years of research showing that this is not true. The "Felt Tip Marker" study is an example of this research into how children respond to rewards. The study, conducted by Mark Lepper and David Greene of Stanford University and Richard Nisbett of the University of

Michigan, monitored children who completed drawing activities with felt-tipped markers. The researchers divided the children into three groups: a group that was promised a reward for completing the activity before they began, a group that was given a reward after they finished, and a group that was given no reward. Later, the researchers monitored the children during a free-time setting to see how many children chose to draw with the felt-tipped markers when there was no reward. The study found that the children who were promised a reward in advance were the least likely to use the markers during the free-time setting. This shows that rewards can undermine the children's intrinsic desire to do something they enjoy. The children became motivated by the rewards, not their passion for the activity.

In her CNN interview, Merryman states that, "if you tell a kid they're wonderful and they believe you, then it just confirms their belief and that's not about healthy self-esteem: that's about narcissism." In her book, she states that children whose parents overvalued them were more likely to develop traits such as superiority and entitlement.

All of these studies and books confirm the idea that rewarding children with things like participation trophies can be detrimental to the develop-

ment of their character. If this entitlement and narcissism carries into adulthood, it can create a society where nobody knows how to lose. In December of 2016, University of Louisville Women's basketball coach, Jeff Walz, went on a now famous rant against participation

trophies and an entitled society. He said "We got beat. We lost. There is no trophy for us. But unfortunately the way these kids are brought up today, there is a trophy. Because nobody wants anybody to have hard feelings; nobody wants to get their feelings hurt. But unfortunately in the real world if you lose enough, you get fired. And that's just the way it is."

While Ricky Bobby's motto, "if you ain't first, you're last," may be a bit too harsh for our nation's children, the idea that everyone deserves a trophy is wrong, and it creates character flaws for the next generation. In fact, it has often been said that you learn more from losing than winning. As basketball legend John Wooden said, "Losing is only temporary and not all encompassing. You must simply study it, learn from it, and try hard not to lose the same way again. Then you must have the self-control to forget about it." **M**

-Spencer Clark

"Unfortunately in the real world if you lose enough, you get fired. And that's just the way it is."

TYLER KELLEHER

ON THE ROAD TO THE NHL



Photo credit: China Wong

He laces up his skates and throws on his jersey just like every time before. But this time, the number 16 on his back belongs to a different team. Tyler Kelleher is no longer playing for the UNH Wildcats, he is now a Milwaukee Admiral.

Kelleher (UNH '17) has signed with the Milwaukee Admirals, an AHL team affiliated with the NHL's Nashville Predators. Kelleher, a right wing from Longmeadow, Massachusetts, is fresh out of his senior season playing at the University of New Hampshire and has since moved out to Milwaukee to play with the Admirals.

At 22 years old, Kelleher has been playing hockey for 19 years. Going into college, he was a highly recruited player even though he entered the university as a true freshman at 18. This is not typical of Division I college hockey players; instead most will play in junior club hockey between high school and college. Kelleher took the time in high school to play juniors as his skill level was very high.

As a freshman at UNH, Kelleher played in 37 out of 41 games, obtaining 5 goals and 11 assists for a total of 16 points. From there he only improved. UNH hockey head coach Dick Umile says, "After his sophomore year I believed that he had the potential to be an NHL player." That season Kelleher recorded 18 goals and 24 assists in 39 games.

As a right wing, Kelleher flies up the ice on breakaways, looking to score himself or find a teammate. He notes that his coaches are the people that have helped him the most to develop. "The coaches have done a lot for me my whole life. They've taught me a lot and that has

helped me with my hockey career," he said. "Coach Umile is obviously a great coach, and the rest of the coaches as well. I think that they have really helped me become the player that I am today."

Umile, who has coached approximately 25 players who have gone on to the NHL, says that Kelleher is an extremely skilled and smart player. "His stick handling skills were some of the best that I've ever coached here at UNH. We will miss his exciting rushes up the ice and scoring goals."

Going into his junior year, Kelleher was bound for something great. By the end of the season Kelleher had played in every game, totaled 10 goals and 36 assists, and got his 100th career point. Not only did he achieve that, he also was ranked third nationally in assists and assists per game, and was named a Hockey East Honorable Mention All-Star. Umile says, "I believe [Kelleher's] junior year was his breakout season. He helped other players on his team have their best seasons."

However, this past 2016 - 2017 season proved to be Kelleher's best. With 24 goals and 39 assists, Kelleher was second in the nation for total assists, third in the nation for power play goals (12), and fourth in the nation for points per game. In Hockey East, Kelleher scored his 50th career goal and 150th career point. He was ranked first in Hockey East for points and tied for first for assists. Kelleher was named the Hockey East Player of the Week three times, was voted All-American, and was a top-ten finalist for the Hobey Baker Award which is given to the top collegiate hockey player in the nation.

Signing to play professionally is something that Kelleher always hoped to do. “It’s so cool to get to play professional hockey. It’s something that I’ve dreamed about for my whole life: having the opportunity to play against some of the best players in the world and getting to play every day,” Kelleher says. From the Milwaukee Admirals, he will eventually have the opportunity to move up and play for the Nashville Predators.

Former teammate Jamie Hill (UNH ‘17) believes that Kelleher has the potential to play in the NHL. “[I] honestly thought he was getting overlooked and should have gotten an NHL offer. Playing with Tyler is like playing with a cheat code in a video game. He’s one of the most skilled players I’ve ever played with, and his linemates would say the exact thing,” says Hill.

At first Kelleher was nervous for the move to Milwaukee but says, “the guys are great and they have helped me be comfortable. I feel more comfortable every game and the experience is helping me out a lot.”

Coming from UNH as the top player in total points, Kelleher knows that he has to work just as hard as ever. Umile believes that Kelleher will continue to play well, saying, “Tyler has been a joy to coach. He is a very smart hockey player who is extremely skilled.”

Coming in as a freshman, Brendan van Riemsdyk (UNH ‘20) felt that Kelleher truly helped him develop as a player. Kelleher would stay after practice with van Riemsdyk to practice certain things and would always give him pointers.

Hill says, “Tyler’s a great teammate. [He] always tried to help the younger guys out if they asked questions about certain plays, or just how to do something in general. Off the ice I had the privilege to live with Tyler and he’s one of the funniest kids I’ve ever met; he always knew how to put a smile on someone’s face if they were in a bad mood, and being the oldest on the team I felt like I was an older brother to him.” Hill will definitely miss playing with Kelleher, but is excited to see what he does with his hockey career.

“It’s something that I’ve dreamed about for my whole life: having the opportunity to play against some of the best players in the world and getting to play every day.”



Photo credit: China Wong

Having two brothers who have both gone through UNH and now play in the NHL, van Riemsdyk has watched his fair share of UNH hockey. “I think he is definitely one of the best to ever play at UNH. It’s pretty tough to compare players from different eras, but the game has changed so much and it’s become way harder to score. So considering his numbers, he’s definitely in the discussion for one of the best Wildcats ever,” says van Riemsdyk.

Without Kelleher next year the team dynamic will definitely change. “We will have to lean on more guys for sure and I think the younger guys, myself included, are ready to take on a bigger role next year and ready to produce more. I’ll miss watching him play for sure, [but] this is just the start of a very long successful pro career for him,” says van Riemsdyk.

In his first season playing with the Admirals, Kelleher recorded two assists, both from the same game. He says that the games have gone really well and can’t wait to continue playing more.

As excited as Kelleher is to move on to bigger and better levels of hockey he notes, “there’s a lot that I’ll miss about playing at UNH. It was definitely one of the best experiences of my life. Being a Wildcat is something that I’ll carry with me forever and I’ll never forget it.” **M**

- Libby Nichols

Olympic Dreams



A heavy golden medal rests against your chest. A crowd cheers as the national anthem plays, and your teammates wrap their arms around your shoulders as flashing cameras click all around you. You raise the bouquet of bright flowers that was handed to you, and help an official drape a ribbon around your horse's neck. You have just been named a medalist at The North American Junior Young Rider Championships, and you couldn't be more proud to represent your country and pursue your passion. With discussions of removing certain equestrian events from future Olympics, it is now more important than ever to keep the sport alive.

The North American Junior Young Rider Championships is an annual competition that has most recently been held at The Kentucky Horse Park in Lexington, Kentucky. This year, the competition will be held in Kalispell, Montana, at Rebecca Farms. This location change may prove beneficial to West Coast riders and teams who have previously had to fund travel over incredible distances. Alternately, riders and teams from the East Coast will now be required to travel the longer distance, and will have to deal with for factors such as altitude acclimation that may affect their horse's performance.

NAJYRC began as a competition between the United States and Canada, but now includes riders and teams from all over Mexico, Canada, and the United States. Riders may compete from when they are 14 up until they are 21. Many riders who compete go on to represent their country at the Olympics or World Equestrian Games later in their careers. Notable past competitors include Reed Kessler, who competed at NAJYRC in 2010, and then went on to ride for the United States in the 2012 London Olympics as the youngest ever Olympic show jumper. This year, riders from all over North America will be vying for a spot on their region's team.

Laine Metz, who is now 18, has been riding nearly her whole life. She has spent every winter of her high school years training in Aiken, South Carolina, in order to hone her skills and compete all year round. Metz has been working to qualify with her Thoroughbred mare, Queen of Spades, otherwise known as Millie. Many riders will spend the winter in various towns in the south including Aiken, South Carolina, Wellington, Florida, and Ocala, Florida. The allure of this practice lies in the warm weather, ideal for competition, and the slew of professional riders who have stationed themselves and based their businesses out of these locations.

"I want to compete at NAJYRC to ride against some of the best young riders in the world. NAJYRC is the junior Olympics for riding, so how could that not be the goal of any young rider!?" says Metz

ADEQUAN/FEI
NORTH AMERICAN
JUNIOR & YOUNG
RIDER
CHAMPIONSHIPS
PRESENTED BY GOTHAM NORTH



There are six events held during NAJYRC; dressage, jumping, reining, eventing, endurance, and para dressage. Riders may spend a year or more attempting to qualify for an event. Each event has specific prerequisites that must be completed before one can qualify. Most include scoring or placing above a specific number at a certain number of events. Once qualified, riders must submit an application stating that both they and their horse are registered and in good standing with the United States Equestrian Federation (USEF) which is the governing organization for equestrian sports in the United States. Additionally, riders participate in “tryouts” and clinics hosted by the coaches of their region, area, or zone. NAJYRC is overseen by the Federation Equestre Internationale (FEI), and thus follows the rules laid out by this international governing body.

NAJYRC is a unique competition in regard to its focus on teamwork. In each separate discipline, a rider will compete as an individual, working to place as highly as possible on their own. At NAJYRC, riders in each discipline will compete as individuals as well as have their score combined with that of the riders on their team. In the United States, teams are decided by which area of the US you are from. The title of each region may vary from discipline to discipline; for example, in the sport of eventing, teams are divided by area, and numbered one through ten. Horse and rider teams based in New England represent Area 1. Similarly, in the sport of show jumping, teams are divided by zone and numbered one through ten. Horse and rider teams based in New England represent Zone 1.

“I wanted to compete at NAJYRC because it was the biggest challenge for competitors at the 1* and 2** level. It’s a great opportunity to meet people from all over the country and other countries as well! NAJYRC is also an excellent way to experience a team competition that has similar themes to the Olympics,” says Nicole DooLittle. DooLittle competed at NAJYRC in 2012, 2013, 2014, and 2015. She represented Area 3 for eventing, winning 1* team bronze, 1* team gold and individual gold, 2** team gold, and 2** individual silver over the years. NAJYRC hopefuls may face many challenges. The expenses of the sport as a whole, including the cost of qualifying events, equipment for horse and rider, transportation, instruction, veterinary care, and registration within the organization of each discipline may be a roadblock for many talented young riders to have a chance to compete. Organizations such as the USEF, USDF, USEA, USHJA and others who are heavily involved with NAJYRC have pushed in recent years to make the competition more affordable through initiatives such as team fundraising and sponsorship, but the reality is that even the personal costs of basic horse care may prevent a young rider from participating.



High school equestrian teams are few and far in between, and many colleges as well do not have equestrian teams, or offer any form of scholarships to the competitive equestrian. A young rider who has put just as much work into their sport as any other student athlete may see few rewards or incentives to continue and elevate their level of competition.

“I think the biggest challenge faced by NAJYRC hopefuls is trying to qualify in time. If you can’t afford to buy a packer, bringing a horse up the levels while you are also trying to learn is difficult to do by a certain age,” says Metz.

A “packer” refers to a horse that has previous competition experience and is able to lead the rider through the course. This type of horse may allow a rider to advance more quickly and often score better at shows. A packer may have competed at a high level previously or trained by a professional equestrian. Bringing a horse up the levels refers to training a horse to compete at a higher level that it has not shown at previously. Although generally emotionally rewarding, this method is time consuming and a rider may expend much of their time and money training their “project” horse. Some riders may have more than one horse to compete, thus doubling their care expenses.

Despite these challenges, many riders have found success competing at NAJYRC. The connections and international competition experience gained are invaluable and may only be found at the only FEI championship in North America.

“I learned about what it takes to keep your horse happy and healthy at the highest levels; professional jogs, networking, riding in world-class venues, press conferences and so on. NAJYRC is the pinnacle of youth competition available outside of Europe and being around so much talent made me more motivated to improve my riding and to compete at my absolute best. I was able to meet top professionals from all over and create valuable connections as well as learn from them,” says Hannah McCabe, a dressage rider who competed at NAJYRC in 2012 and again in 2014, where she was the anchor rider to win team bronze.

“The best part of NAJYRC is the people you get to meet. I became so close and made so many incredible bonds with my teammates, coaches, and people from other teams. I was lucky enough to compete at young riders when it was at the Kentucky horse park and that was an absolutely amazing facility to ride at!” says DooLittle. **M**

– Jane Robinson

